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ABSTRACT

This research report attempts to place the evaluation of the library services on a quantifiable, reproducible basis. Since the research design was developed after the project was well under way, no cause-effect inferences can be made. Each of the ten chapters covers one phase of the evaluation design: (1) Librarian's Description of the Project, (2) Teacher Evaluation of Media Center Services, (3) Student Evaluation of Media Center Services, (4) Case Studies, (5) Parent Questionnaire, (6) Visitor Questionnaire, (7) Attitudinal-Behavioral Survey, (8) McHugh-McParland Reading Readiness Test, (9) Stanford Achievement Test and (10) Summary and Recommendations. Although each chapter contains findings and specific conclusions, Chapter X presents a coordinated and generalized conclusion for the whole research project. The five appendices contain samples of questionnaires and survey forms, along with tallies of survey responses. (Author/NH)

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AN EVALUATION REPORT ON THE MULTI-MEDIA SERVICES PROJECT:

SOBRANTE PARK SCHOOL

Prepared by:

Division of Instructional Media

In cooperation with:

Research Department

LT 002484

OAKLAND PUBLIC SCHOOLS
Oakland, California

February 1970

"I dislike saying this in some ways because it says something about my teaching, but it's the truth. The excitement about learning that was created in my children was directly the result of the media center. The media center is the answer to many of the problems in learning 'disadvantaged' children have. It's a joy to me. It's a joy to my children."

--Teacher, Sobrante Park School

FOREWORD

This research report is an effort to fulfill the Oakland Unified School District's obligation to evaluate the federally funded media center at Sobrante Park Elementary School (ESEA Title II, Phase Two). But it is more than that. It is an attempt to begin filling the great void that exists in school library research, and, with its probable gaps and shortcomings, it also purports to demonstrate the need for adequate funding to support such research.

Many thanks are due to the people who helped with this evaluation: Edwin Larsen and Paul Schubert, Research Department, Oakland Public Schools; Earlene Vandercook, librarian; principal, Jack Miller; the teachers, students and parents of Sobrante Park School.

The reader will find the report arranged in chapters devoted to each phase of the evaluation design. The appendices contain samples of questionnaires and survey forms, along with tallies of survey responses. Although each chapter contains findings and specific conclusions, the summary (Chapter X) presents a coordinated and generalized conclusion for the whole research project.

This report represents an attempt to place the evaluation of the library services on a quantifiable, reproducible basis. Readers should keep clearly in mind that the research design was developed after the project was well under way and, therefore, no cause-effect inferences can be made. The report is primarily descriptive and should be taken as such.

Mrs. Helen W. Cyr
Director of Instructional Media

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I. Librarian's Description of the Project

(This section was prepared by Earlene Vandercook, librarian at Sobrante Park School, 1962-1969.)

Background

When Sobrante Park School was constructed in 1958, a fully stocked library was established. The library was an attractive room of 900 square feet equipped with modern library furniture, a card catalog, and centrally processed books. The only thing missing was the library staff. But like all the other elementary schools in Oakland, Sobrante Park would be expected to operate the library on a self-service basis. One teacher would serve as "teacher-librarian" along with a full-time teaching load, and teachers would bring their classes to the library on a weekly schedule.

In 1962 all of this was changed when Sobrante Park School was selected to participate in the district's Ford Interagency Project. One of the components of the project was the provision of a full-time librarian paid for by Ford Foundation funds. Thus from 1962 to 1965, the termination date of the project, professional library services were available at Sobrante Park. From 1965 to the present the Oakland Unified School District's funds have continued the employment of the librarian who thus has been able to expand the library's services and program.

At first the library services followed the traditional format with scheduled class visits. However, the librarian expanded the before and after school services and activities. Also, she provided noon-time story hours. In fall 1962, when the librarian first arrived on the scene, the monthly library circulation was approximately 900 books per month (about 45 books per day). By spring 1963 monthly circulation had climbed to 3,300. It is worth mentioning here that Sobrante Park's library program led to the district's recognition of the value of full-time librarians in elementary schools. This reaction in turn led to the establishment of full-time librarian positions in all of the ESEA Title I elementary school sites in 1965.

In the 1964-65 school year the district's Library Department, Division of Instructional Media, embarked on an intensive inservice training program to encourage Oakland's school librarians to explore individualized library services in preference to the highly structured class visitation plan then in operation throughout the district. The Sobrante Park librarian, interested in this approach, experimented with a new pattern of library use. Gradually teachers shifted to a program which featured the simultaneous use of the library by classes, small groups of students, and individual students. Library skills, formerly taught by the librarian during class visitations, were now integrated with the curriculum--with classroom instruction.

Establishing the Media Center

During the summer school of 1966 at Sobrante Park School and throughout the following school year, audio-visual materials and equipment were borrowed on long-term loan from the district's central audio-visual department to explore media services in the library. The existing library facility could no longer accommodate the many students who poured into the "media center." With an NDEA Title III-A grant, the library was remodeled: 900 square feet were converted to 1800 square feet. Two conference rooms and three carrels were also added. Electrical outlets were provided throughout the center. Audio-visual equipment was increased with additional items for the classroom as well as for the media center. In 1968, with the awarding of an ESEA Title II, Phase Two (School Library Resources) grant, innovative library services were advanced:

The scheduling of classes was replaced by individual and small group use of the media center. Students were encouraged to use the media center throughout the day for curriculum objectives, individual pursuits, therapeutic or recreational purposes.

An atmosphere of freedom was established. Rules which formerly restricted students' learning were eliminated. There were no limitations as to the number or kinds of equipment that were to be used in the media center, classrooms, or at home. Students were encouraged to be self-reliant, self-directed, to be responsible sources of information for each other, and to assist each other in the use of media center materials and audio-visual equipment without intervention from the librarian. Reader guidance and library instruction was given on an individual basis and included basic study skills, research techniques, and the operation of audio-visual equipment.

Students were urged to use the media center at their discretion and to determine what they wanted to learn and when they wanted to learn it. Some children were permitted to spend several days in the media center away from the classroom and teacher-controlled instruction. According to one teacher, the relaxed environment of the media center "provided a place for them (discipline problems) to find productive occupation and a chance for them to prove a sense of responsibility; plus, they learn. The library itself became a haven for those who needed to be 'alone' to work well."

The students, besides being involved in the direction of their education, were also involved in the management of their media center. The librarian supervised a corps of 125 student library assistants who took charge of the daily media center routines.

Parents were invited to visit the media center to preview and select materials for their children to charge out after school.

The selection of media reflected the varied needs of the program. The previewing and selection of media were a cooperative endeavor among the professional

staff, students, and parents. The selection standards for nonbook media were equal to the standards of the book collection. The goal was quality in either case. Not only were media selected to enrich the curriculum but also to cover subjects of general interest: black history, current events, and fine arts. The phonograph record collection contained contemporary composers and reflected music of all kinds--symphonic, popular, folk, jazz, and even "soul." Likewise, art prints represented all periods and all schools.

In 1967-68 the materials circulation reached 600-800 items per day. By 1968-69, with full implementation of the Phase Two, Title II project, daily circulation rose to 1,000-1,200 items. It should be noted that these figures pertain only to transactions recorded over the circulation desk; they do not show the use of materials within the media center or the chargeouts connected with the classroom collections.

Thanks to the ESEA Title II, Phase Two grant the Sobrante Park media center collection was enlarged in all categories. Present holdings are 14,000 books (18 per pupil), 300 8mm film loops, 2,000 filmstrips, 350 recordings, 550 prints, 65 sets of slides and transparencies, and 75 realia (models). The collection also includes 20 magazines and 4 newspapers. In addition, the collection contained 120 16mm films obtained on a long-term loan basis for one year from the Encyclopaedia Britannica Educational Corporation for an experimental project. (This latter has been replaced by a small long-term loan collection from the district's central audio-visual department.)

II. Teacher Evaluation of Media Center Services

Evaluation Design

A Teacher Evaluation of Media Center Services form was developed and distributed to every teacher at Sobrante Park School. Other staff members also had an opportunity to participate in the evaluation procedure--the school principal, and the many specialists who visit Sobrante Park on a part-time basis, i.e., nurse, psychologist, instrumental music teacher, and consultants for speech, guidance, and emotionally handicapped programs.

Evaluation Instrument

A Teacher Evaluation of Media Center Services form was created to elicit responses from teachers concerning the Sobrante Park media center services, the librarian, inservice training, effect of media on classroom instruction and on student learning.

Findings

Thirty-four completed forms were received. A copy of the form with a tally of evaluation responses by number and percentage is attached as Appendix A.

The responses showed nearly total agreement that the media center was more helpful than the school's former school library. The librarian also received praise for her helpfulness in providing materials and services to teachers. The majority of teachers cited the value to them of having a chance to examine, evaluate, and select library materials. They also agreed on the favorable effect of the media center on student motivation and the improvement of the students' general knowledge and background. The highest tally for any single item pertaining to students was the 91.2% indicating that "the media center is effective in leading the students to self-discovery." At least 70.6% reported that students had made noticeable gains in various areas of the curriculum. The teachers thought that of all curriculum areas reading was the one which benefitted most from the media program.

All of the evaluation questions pertaining to items, such as, increased motivation of students, development of students' cognitive skills, improvement in students' attention span and general knowledge of subject matter were answered affirmatively by the majority of the teachers.

When asked to rate various phases of library service with respect to classroom work, the majority of teachers felt that the use of audio-visual materials for instruction, small group use of the media center, and the delivery of audio-visual equipment to the classroom were "very important." Several other phases were frequently cited as "useful": conferences with the librarian, introduction to new library materials, and availability of the librarian during class time.

A few teachers indicated that they had not requested some phases of library service, such as, book talks (17.6%) and inservice meetings (14.7%).

Over 50% of the teachers found three services "very helpful" to their students: use of audio-visual materials for instruction, selection of books for pleasure, and small group use of the media center. The item ranked highest in the "helpful" category was "student opportunity to assume responsibility, leadership."

In the last section of the teacher evaluation form, the teachers expressed their general enthusiasm for the media center and for particular, beneficial aspects of the center's services, e.g., availability of materials for classroom teaching, increased learning, opportunity for independent study, improved motivation, and development of self-image. The following statements are representative of the kinds of comments made:

> "I think this is the major hope for the children to become truly literate. Outside reading and use of media can't help but broaden perspectives and motivate those students who use the media."
>
> "The media center has been a valuable source for learning and motivation for my class. My students, always are thrilled to go to the media center for additional learning experiences."
>
> "Encourages more independent learning. Gives student a variety of materials to select from. Help students become more self-directed in their studies, and give them opprotunities to work at their own rate of speed. Expose students to new concept of materials and techniques used in teaching social sciences."
>
> "For motivation purposes, the center can't be topped. Children who are discouraged, bored, or slow can be sent there on a "free reading" mission which gives them perhaps the only real learning pleasure in the day. For discipline problems, it provided a place for them to find productive occupation and chance for them to prove a sense of responsibility (plus they learn!)."
>
> "The media center became a center of all our learning. I grew in knowledge. I became excited about things I knew little about because there was always something to stimulate me. This enthusiasm, in turn, was given to my children, naturally."
>
> "There is an increase in the children's willingness to share with the class."
>
> "I feel that the freedom for students to check out media was of great value. The children must learn by doing. They learned a lot about proper care of materials."

"The media center has increased the children's self image by giving them the extra responsibilities of taking things home."

"Media center has been very helpful for my second graders. They have learned to do research work!"

"Best thing that ever happened to Sobrante Park. Parents delighted, interested and involved."

"I have found the media center very useful. It has given me an opportunity to include teaching materials I would never have used, otherwise."

"The availability of equipment is one of the strongest aspects of the the media center since children may do independent work."

The teachers also commented on weaknesses and/ or suggestions for improvement. The items most frequently cited were the need for more staff in the media center and the lack of a sufficient quantity of audio-visual equipment. (See Appendix A, item #25, for a complete listing of teacher comments.)

Summary, Conclusions

The responses not only expressed the teachers' approval and endorsement of the media center but also their desire for more materials and equipment. The latter reaction specifically lends support to the national and state standards for school media programs which call for a larger quantity of media than that presently found at Sobrante Park School. The standards also recommend a greater staffing formula than exists at Sobrante Park--a need also recognized by the teachers.

III. Student Evaluation of Media Center Services

Evaluation Design

First and second grade classes were asked to write cooperative class essays evaluating the media center program. Seven classes turned in evaluation essays, and a few second graders wrote individual comments as well. All students in grades three through six were invited to write individual open-ended evaluations of the media center program. A total of 232 children in these grades turned in evaluations.

Evaluation Instruments

The cooperative class essays (grades 1-2) and examples of individual student evaluations (grades 2-6) are attached as Appendix B. The total responses were too numerous to be included in their entirety in this report.

Findings

The primary grade class essays indicate the fondness of the children for the media center and the kinds of materials used. Books and films (8mm, in particular) were mentioned most frequently, but other media were cited throughout the essays, e.g., recordings, pictures, filmstrips, and realia. The individual letters or comments submitted by students in grades two to six are more elaborate and specify certain services enjoyed by the students and their reactions to varied aspects of the media program. The older children talked not only about their favorite media (books, films, study prints, filmstrips) but also about their pleasure in taking media home. They frequently discussed family use of media in the home: viewing and listening by mothers, fathers, brothers, and sisters. The older group also liked to talk about the educational advantages of the media center--improved grades, learning, help with homework, working with other people, improved performance in the classroom. Most numerous of all were the references to the students' pleasure in the media center, the relaxed atmosphere, the good behavior of children in the media center.

The following statements are representative of the kinds of comments made by students:

> "I like the media center because you can get anything you need. You could get books, filmstrips, films, flat pictures, and projectors from the media center. I like the filmstrips the best. Because it is interesting to see. It's fun looking at the projectors and filmstrips. Books are fun to read. I like to read mystery stories."
>
> "I enjoy the media center. It helps us get an education. We learn many things from books, filmstrips, flat pictures, and other things. We learn from projectors, too."

"I like the library because it helps you learn about all different kinds of things. I like all of the things in it. When some of the kids come in there, they be on their best behavior and give you all of their cooperation."

"I think the media center is beautiful! I love your books because they are so wonderful! Your projectors are wonderful, too. When my sister was in the first grade, she brought books home and read them to me and I liked them. Now I go to the media center and get my own books because I like the wonderful books you have and I check them out. I always have fun reading your books. It changed my whole career. It taught me how to enjoy reading. It taught me how to make friends and lots of others. We want to try hard to do the best we can and show it ..."

"I think the media center has changed me because I didn't get books from there before, but now I go there almost everyday because your books are wonderful! One day I checked out a film projector; it was beautiful!"

"The media center needs TV for classes. They also need more movie films. They need to make film loops to talk."

"I think the media center is a nice thing to have around. For instance, you are reading a research book and it is about animals but it has no pictures but there is a film about it. If you find the film and it doesn't talk, you can read the book and make it into a game. You just read the book and close it. Watch the film and try and guess what the name of the animal is or what it is doing. So this is why I like the media center."

Suggestions by children for improvement almost unanimously called for more materials, more equipment. On the other hand, many children seemed to be impressed by the plethora of items available. They noted that the variety of materials invites student browsing and exploration.

Summary, Conclusions

The majority of student reactions indicate that the Sobrante Park media center had been effective in attracting children to use books and audio-visual media. The students' enthusiastic remarks about books support the conclusion that reading apparently did not suffer from the competition offered by audio-visual materials. It appears that a relaxed atmosphere in the media center did not lead to disorder but encouraged self-directed, "good" behavior, a conclusion that is borne out not only by the students' evaluation but by the librarian's and visitors' evaluations as well. The children's recommendation to add more materials and audio-visual equipment lends weight to a similar recommendation of teachers already discussed in the teacher evaluation section of this report (Chapter II).

IV. Case Studies

Evaluation Design

Students, who were heavy users of the Sobrante Park media center in the 1968-69 school year and who had shown change for the better in behavior or academic achievement, were singled out for examination. Among this group were some educationally handicapped students with severe emotional, behavioral problems. Heavy users were defined as students who used the media center at least one or more times daily.

Evaluation Instruments

Each case study was prepared with the assistance of information and data from the following sources: teacher commentaries, librarian's observations, parent interviews, and Cumulative Elementary School Record files (test scores, health records, report card grades, teachers' remarks on learning difficulties and experiences).

Individual Case Studies

The case studies of six students are discussed in this chapter. These particular cases were selected because they typify the various kinds of students with emotional and/or academic problems who were involved in some way with the media center.

****

_____, a girl in the 6th grade in the 1968-69 year, was only reading at 4th grade level. Her teacher had met with her mother concerning the girl's serious reading difficulties.

In May 1969, when the Sobrante Park librarian was reviewing and analyzing the media center's circulation records, it was discovered that this girl had charged out the highest number of audio-visual materials and equipment of any child in the school. Among the total items counted by the librarian were 480 filmstrips borrowed between September 1968 and May 1969.

When interviewed, the girl's teacher stated that she had advanced from 4th grade reading level to 6th grade level during the 6th grade, 1968-69. The teacher felt that this advancement was due in large part to the girl's use of library materials for homework assignments and for "recreational purposes." Her final grade in reading for the 6th grade was "G" (good) whereas throughout her former school years she had never achieved higher than "S" (satisfactory). The comments on the student's Cumulative Elementary School Record for the 1968-69 year indicate "more than average amount of independent reading" and "has worked hard and improved in reading and other areas."

A conference with the girl's mother provided additional information: the girl had used library materials and audio-visual equipment everyday after school, and many children in the neighborhood were invited to participate and/or do homework assignments in a group. The mother also commented that the girl, along with her brother and sister, viewed filmstrips and 8mm film loops in bed at night together. The mother frequently had to insist that "they turn off the lights and go to bed."

In the child's own evaluation essay on the Sobrante Park media center, the girl said, "To tell you something, everyone in my house enjoys them. My mother, father, everyone likes the film projectors and everything that comes from our media center."

****

_____, a 3rd grade boy, was a good student who read at his grade level and was accustomed to getting "S" and "G" grades. In the 1968-69 school year he was allowed to spend the first hour each morning in the media center doing independent work. Although the boy frequently used audio-visual materials, he read books even more often. By the spring semester 1969 the boy had achieved the 4th grade level in reading. His final reading grade for the year was "E" (excellent). In the Stanford Achievement Test given in May 1969, the boy's score for word meaning was 5.1 and for paragraph meaning, 7.5+.

****

_____, a 5th grade girl, has been described throughout her school years by her teachers as emotionally disturbed. However, in a special referral report prepared in 1964 by a member of the Research Department staff, severe learning handicaps were noted, particularly "in the verbal area"; but the interviewer remarked, "There is nothing in the present examination which would suggest unusual behavior or difficulty with peers. In fact, this test pattern suggests good social awareness and understanding of societal expectations." A suggestion was made that the Guidance Department might be consulted.

Throughout the girl's Cumulative Elementary School Record are comments indicating poor social adjustment, disruptive behavior, slowness, stubbornness, lack of cooperation, shyness and withdrawn personality, and low academic achievement. The girl was also described as a non-reader and low achiever. The Cumulative Record indicated the parent's lack of cooperation and unwillingness to recognize the girl's behavioral and academic problems.

In 1967-68 when the Sobrante Park media center program was initiated, this student was already a library user who frequently checked out books, but only after school. In the 1968-69 school year the girl's 5th grade teacher planned an individual instructional program for her, as the girl's behavior was so disruptive in the classroom and as the media center was available daily at all times for individual study projects. In fall 1968, when the girl was first

assigned to the media center, she would just sit at a table or sometimes wander around the room touching the books and audio-visual media. The librarian reported that the girl didn't talk to her or to other students in the center. She was a "loner."

Gradually the girl began looking at filmstrips and 8mm film loops and listening to records. Then one day she started using the typewriter. After that she used the typewriter for more than one hour each day for her reading assignment. She would not read from her reader but preferred reading from the page or pages she typed. Eventually, near the end of the school year, she recorded these stories on tape for students in the primary grades.

As time went on, this student seemed happier in the media center. She began to gain confidence in using library materials and equipment. She asked to work as a library assistant and learned to check books in and out at the charging desk, to shelve and perform other duties. Because she was progressing in reading, she was used as a tutor for students in the first and second grades who were below grade level in reading.

At this time the girl's academic achievement is still very low. Promoted annually only because of age, she has barely reached 3rd grade reading level in the 5th grade. In the media center she was given an opportunity, perhaps for the first time, to try to develop some self-direction in tackling her educational and emotional problems.

****

_____, a boy in the 3rd grade, was identified by his teachers as an intelligent student who fell short of expectation in academic performance. His grade average was "S" (satisfactory) when he was capable of "G" (good) or "E" (excellent) work. His teachers commented uniformly throughout his years from K to 2 that he was careless because he hurried to be "first" and that he tended to "act silly" or "funny."

When the Sobrante Park media center opened, this student used more than the average amount of books and audio-visual media. The librarian reports that he often spent an extra hour at school doing independent research for special class projects. This intensification of the boy's interest in academic exploration and learning during the 1968-69 school year was reflected in his classroom performance as indicated by report card grades and teacher comments. Upon entering the 3rd grade he received an "S" grade in reading, but advanced to "G" for the second and third report card periods, and ended the school year with an "E" as the final grade. Prior to the 1968-69 year, the boy usually received all "S" grades with an occasional "N" (needs improvement) grade for citizenship and work habits.

****

_____ was a 3rd grade student in the 1968-69 school year. His school records indicate that in the 2nd grade his reading was below grade

level. When the media center got under way, the boy started to use the center at least twice a day. He soon knew the media center materials so well that he could actually recommend certain filmstrips, 8mm film loops, and study prints to his teacher for classroom units. His teacher also sent him to the media center frequently for independent study. The boy himself states that the media center is responsible for making him the best student in his reading group. In his evaluation of the media center he said, "I like the media center because it helps me sound out words that I can't sound out. I am the best in my group." His Cumulative Elementary School Record indicates that he did progress to grade level in reading during the 1968-69 year.

****

_____, a 6th grade boy, is an example of a student who was accustomed to receiving "S" (satisfactory) grades for his work and who did not improve his grade average as a result of heavy exposure to the media center's resources and facilities. His Cumulative Elementary School Record indicates that this student has been "on Group Guidance for continued personality development," and his teachers mention over and over that he is "easily distracted," "doesn't try hard enough," and so on. In the 1967-68 school year (5th grade) the boy was checking out many books and audio-visual materials not only for himself but also for class use. Eventually his teacher assigned him as library assistant to work one hour per week in the media center. He enjoyed working in the media center and little by little began to assume more responsibilities before and after school.

In the 6th grade, this boy's interest in the media center continued; his own borrowing of books and other media increased, especially recordings and art prints. In the meantime, the boy's teacher did not feel that he was applying himself to classroom work and threatened to remove the boy from his weekly library duty. Although the student almost refused to do any written classroom work, he did come through with an excellent essay to evaluate the Sobrante Park media center, which his teacher noted was the largest amount of written class work that he had produced while in the 6th grade.

On the other hand, in the media center the boy worked effectively. According to the librarian, he knew many library skills and often helped younger students locate materials. He also taught many students how to use the card catalog, reference books, and audio-visual equipment. With his growth in knowledge about the audio-visual equipment, he showed great insight in identifying problems, malfunctions. One anecdotal report provided by the librarian tells of the difficulty that a college instructor and some student teachers had one day when they were visiting the media center. They were using a video tape recorder but could not get it to operate properly. This student, who had never seen this kind of equipment before, assembled all the components and successfully operated the television equipment for the teacher and his students.

In this case the media center does appear to have helped this student channel his energies into productive effort. He did demonstrate that when motivated he could perform well.

Summary, Conclusions

These individual case studies seem to indicate that in individual cases report card grades, teacher observations, and/or test scores reflect various kinds of salutary effects of the media center on the children who were attracted to use the center heavily. The media center's atmosphere--sober, serious, but relaxed, with a wide range of attractive resources appealing to the varied interests of students--may have a therapeutic effect on restless and emotionally disturbed children. In the center the classroom "pressure" is off and the freedom and opportunity to be introspective seem to improve attitude and behavior. Also, certain children of average or superior academic potential who were formerly low-performers were apparently motivated by the media center.

These case studies point up the need for more definitive research into the effectiveness of the media center with certain kinds of students not apparently successful in typical classroom situations. It would appear that the type of atmosphere offered by this situation can be beneficial for certain students.

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V. Parent Questionnaire

Evaluation Design

A parent questionnaire, developed to elicit the reactions of parents of Sobrante Park children from all grades, kindergarten through sixth grade, was distributed to the parents of every sixth child listed on the school's register (excluding duplications for siblings). A total of 198 parents were selected by this procedure. However, because of student absences, only 164 forms were actually distributed to the parents. Considerable emphasis was placed on the importance of returning this form to the school. Teachers and students cooperated very well and were responsible for the return of 151 questionnaires.

Evaluation Instrument

The parent questionnaire was designed to call forth reactions from parents concerning their children's use of the Sobrante Park media center's resources, both in the school and at home.

Findings

Responses of parents indicated a favorable reaction to the media center and its services. At least 90.7% of the responding parents said that they had knowledge of the media center's existence. Many parents noticed that children were bringing library media home (91.4%) and 79.5% had heard their children mention using audio-visual media at school. The majority of parents (72.2%) believed that the media center has helped improve the academic performance of their children. One of the unexpectedly high percentages was the 88.1% of parents who said that the children share audio-visual materials with other members of the family. Also noteworthy was the consensus of parents that books are the most frequently circulated items, a statement supported by circulation statistics of the media center. The tally showed parents putting filmstrips in second highest place for home circulation--a judgment also supported by Sobrante Park circulation data. A complete tally of responses by number and percentage may be found in Appendix C.

There is one ambiguity in the parent questionnaire that requires revision. Item #7 asks, "Have you ever obtained materials from the library to use with your family?" All of the other question items use the term "media center." The abrupt switch to "library" would tend to confuse parents. Thus it is not clear in interpreting the responses for item #7 as to whether or not the parents construed "library" in this instance to mean "public library" when "media center" or "school library" was intended.

Summary, Conclusions

The responses do definitely indicate widespread public knowledge and interest in the Sobrante Park media center by residents in the immediate neighborhood of the school. On the basis of the parent reactions, it seems safe to assume that the students actually do use and enjoy the books and other materials they check out of the media center, and that the school's media services have encouraged parent involvement in school affairs and parent visits to the school.

VI. Visitor Questionnaire

Evaluation Design

A questionnaire, designed to elicit responses from visitors to the Sobrante Park media center, was mailed along with a form letter to visitors who had signed the center's guest book.

Evaluation Instrument

The questionnaire was designed to determine the job or position of the visitor, his purpose in visiting the center, his reaction to the visit, and the effect, if any, on his own work or program. A copy of the questionnaire and the accompanying form letter, along with tallied responses, are attached as Appendix D.

Findings

The mailing of the questionnaire took place late in the school year, 1968-69. Therefore, the press of time plus the expense of mailing imposed a limitation on the number of responses solicited. Although the Sobrante Park media center's guest book contained approximately 500 names, only 35 questionnaires were mailed to a representative group of educators, librarians, and people from miscellaneous fields. A total of 27 responses were received.

The majority of responses came from school librarians, and the second largest group were school administrators. At least 85.2% of the responses reported a "very successful" visit. The others were divided between "successful" and "helpful." Most visitors indicated they wanted to observe a media center in action. A few others wanted to study the center's student-oriented method of operation. Several had come to observe the effect of the media center on learning.

Responses concerning the effect of the visit on each visitor's own work or program were varied and sometimes lengthy. All reported some change or modification of procedure or program. In a few cases visitors even called upon the services of the Sobrante Park librarian for their inservice training sessions.

In the "additional comments" section of the questionnaire almost all visitors commented favorably upon the children's involvement and their competence in operating audio-visual equipment.

Summary, Conclusions

Responses to the visitor questionnaire give support to the belief that visitations to demonstration media centers like the one at Sobrante Park School do

inspire change and lead to the spreading of new ideas in library services. Since this idea is also one of the basic premises of ESEA Title II, Phase Two, it could be said that the responses establish the validity of ESEA Title II, Phase Two funding and justify its continuance.

The results of the questionnaire also support the ideas that, in the opinion of the experts, the Sobrante Park project is successful in that it has a salutary effect on children and that its success is partly due to an approach which encourages involvement and self-direction of students.

VII. Attitudinal-Behavioral Survey

Evaluation Design

In order to attempt to determine if teachers would judge students characterized as high users of the media center as having more often shown considerable change for the better on various dimensions of student behavior than average users, a survey was given to teachers which asked them to rate individual students on fourteen classroom characteristics. Each teacher was given a survey form for high and average users in her class without being told what category each child was in. High users were defined as follows:

> Those students who were exceptionally heavy users of the media center (frequent visits--average of 3-4 times per day, before school, after school, during the day for classwork; heavy circulation of materials--40-50 items at a time; frequent consultations with librarian).

The average users were selected at random from amongst the students who did not qualify as "high users." Sixteen high users and 28 average users were rated in grades 2-6.

Evaluation Instrument

The instrument was a locally developed one which listed 14 behaviors commonly seen in the classroom (see Table A). Teachers were asked to make judgments concerning each student amongst the following categories: considerable change for the better, no change but change is desirable, no change is necessary, considerable change for the worse, behavior not observed.

Analysis of the results was done using X^2 to determine the significance of any differences observed.

Because of the small sample size, it was necessary to combine all cells except "considerable change for the better" and also to apply Yates' correction for small samples.

The cells used were:

	Considerable Change for the Better	All Others
High		
Average		

DF = 1

TABLE A

RESPONSES, CHI SQUARE VALUES, AND CONFIDENCE LEVELS FOR EACH ITEM ON ATTITUDINAL-BEHAVIORAL SURVEY.

BEHAVIOR RATED	CONSIDERABLE CHANGE FOR THE BETTER		SUM OF ALL OTHER RESPONSES**		X^2	CONFIDENCE LEVEL (P)
	HIGH USERS	AVERAGE USERS	HIGH USERS	AVERAGE USERS		
CARE IN HANDLING SCHOOL PROPERTY *	14	8	2	19	11.3	< .01
COMPLETES ASSIGNMENTS *	9	3	7	22	7.2	< .01
FOLLOWS DIRECTION *	11	5	5	23	8.3	< .01
AMOUNT OF DISRUPTIVE BEHAVIOR	8	8	8	20	4.5	> .20
ATTENDANCE	7	7	9	21	3.3	> .30
AWARENESS OF CURRENT AFFAIRS	9	6	7	19	4.8	> .20
READING PROFICIENCY *	12	9	4	19	6.6	< .02
ORAL EXPRESSION	12	10	4	18	6.7	> .05
WORKS TO FULL CAPACITY*	8	3	8	25	7.4	< .01
INDEPENDENT LEARNING *	11	5	4	21	9.5	< .01
RELATIONSHIPS WITH OTHERS *	9	5	7	23	5.3	< .05
ATTENTIVENESS IN CLASS *	13	6	3	22	19.0	< .01
FUND OF KNOWLEDGE AVAILABLE *	13	3	9	14	5.2	< .05
POUTING, SULKING, HOSTILE OR AGGRESSIVE BEHAVIOR	8	5	8	23	6.5	> .05

NUMBER

HIGH USERS = 16
AVERAGE USERS = 28
DF = 1

*SIGNIFICANT AT .05 OR BETTER.
**EXCEPT BEHAVIOR NOT OBSERVED.

Findings

Students defined as "high users" were judged to have shown considerable change for the better significantly more often than average users on 9 of the 14 behaviors rated. The level of confidence was at the .01 level in 5 of these cases indicating that such results would occur only 1 time out of 100 by chance alone. The others ranged from .02 to .05. The areas which seemed to be most often judged as improved included care in handling school property, completing assignments, following directions, working to full capacity, independent learning, and attentiveness in class.

Summary, and Conclusions

It would seem as a result of this survey that teachers judge high users of the media center to have changed for the better more often than average users on several dimensions. It is not clear from this study whether this is due to the influence of the media center or quite possibly some self-selection procedure is operant, and the results of the study simply define the student who becomes a high user. It would be desirable to attempt to remove the ambiguity in this study by using a controlled situation with students known to be similar in their initial characteristics. In the meantime, the results of this survey are encouraging and are not inconsistent with the hypothesis that the media center can be influential in changing student behavior.

VIII. McHugh-McParland Reading Readiness Test

Evaluation Design

The research plan originally designed for Sobrante Park School did not include a study of kindergarten classes. However, when the rather unusual results of the annually administered Kindergarten Reading Readiness Test (McHugh-McParland Reading Readiness Test) became known in May 1969, they seemed to merit special mention in this report.

Evaluation Instrument

The McHugh-McParland Reading Readiness Test is administered to kindergarten students near the close of the school year. It consists of four sub-tests: rhyming, beginning sounds, visual discrimination, and identification of letters. Separate scores are obtained for each sub-test plus a total test score. Scores are expressed in simple numerical totals. The maximum scores for each of the sub-tests are as follows: rhyming--20; beginning sounds--18; visual discrimination--26; identification of letters--26. The maximum total score is 90.

Findings

The four kindergarten classes at Sobrante Park School took the McHugh-McParland Reading Readiness Test in May 1969. A total of 91 students completed the test.

It is always difficult to assess an event "after the fact," but fortunately members of the evaluation team are sufficiently familiar with the methods of operation of each of the kindergarten teachers to conjecture as to the distinguishing characteristics in relation to the special features of the media center project.

However, the reader must be cautioned that the findings in this section are indeed mere conjecture and have been added only because the evaluation team found the test results interesting enough to warrant discussion. The circumstances connected with the evaluation of the Sobrante Park kindergarten classes were not controlled, nor prepared within the framework of the research design, and, therefore, the results cannot be counted as valid for purposes of this report.

In order to conceal the identity of the four kindergarten classes, the letters A, B, C, and D have been used to designate the class groups. As can be seen, group C students consistently scored higher than the other students in the various sub-tests. Tables B, C, D, E, and F show the total scores and sub-test results, respectively.

Although the scores of class groups A, B, and D are not as high as those of group C, it should be noted that the former are not out of line with the

TABLE B

Medians, Means, and Ranges

for McHugh-McParland Reading Readiness Test

Total Test Scores

Class	A	B	C	D
No. Students	25	23	24	19
Median	42	37	73	50
Mean	41.2	37.6	69.2	49.4
Range	1-83	6-86	36-90	29-71

TABLE C

Medians, Means, and Ranges

for McHugh-McParland Reading Readiness Test

Rhyming Sub-Test

Class	A	B	C	D
No. Students	25	23	24	19
Median	8	12	17	9
Mean	10.4	11.5	15.8	10.5
Range	0-20	1-20	8-20	2-19

TABLE D

Medians, Means, and Ranges

for McHugh-McParland Reading Readiness Test

Beginning Sounds Sub-Test

Class	A	B	C	D
No. Students	25	23	24	19
Median	5	4	11	6
Mean	5	6	11.1	5
Range	0-15	3-17	3-18	2-7

TABLE E

Medians, Means, and Ranges

for McHugh-McParland Reading Readiness Test

Visual Discrimination Sub-Test

Class	A	B	C	D
No. Students	25	23	24	19
Median	14	8	23	18
Mean	12.1	8.3	21.2	17.4
Range	0-22	0-24	6-26	10-24

TABLE F

Medians, Means, and Ranges

for McHugh-McParland Reading Readiness Test

Identification of Letters Sub-Test

Class	A	B	C	D
No. Students	25	23	24	19
Median	17	11	25	17
Mean	13.6	11.8	21.1	16.4
Range	0-26	0-26	3-26	4-26

average performance of kindergarten groups in similar low socio-economic areas of Oakland. Table B, page 30, shows that group C had the highest range of scores. Two group C students scored 90, the maximum score. Seven other students scored 80 or higher. There were no failing scores in class group C. (In the McHugh-McParland Reading Readiness Test a score of 35 or lower is considered poor.) The lowest score in group C was 36.

Although the test results show a great contrast between group C and groups A, B, and D, the results apparently cannot be attributed to a higher mental age for group C students. The grouping of kindergarten students at Sobrante Park School was heterogeneous. There were no factors of chronological age or ability involved in the assignment of students to kindergarten classes. Observable differences perhaps lie with the varied experiences and methods to which the students were exposed by their teachers.

Media center circulation records plus observation by the librarian establish the fact that the group C students used the school's media center more than the other kindergarten students. Group C's teacher provided approximately 15 minutes per day for small groups of children to use the media center. In addition, group C children browsed in the media center and checked out books from the picture book collection on their own time before or after school. Group C children were also allowed to handle audio-visual resources and equipment in the center and in the classroom. Group C's teacher indicates that she introduced a new social science unit each week and used at least four filmstrips for every unit. She also checked out a collection of books and audio-visual materials for use by students in the classroom.

The group C teacher has given her own opinion that the use of media contributed particularly to the development of skills evaluated in two of the sub-tests: visual discrimination and identification of letters. (Note tables E and F.) She also has stated that by June 1969 six students were reading at pre-primer level.

In contrast to group C, students in groups A, B, and D experienced a traditional kindergarten program: a wide range of activities was provided; audio-visual materials were used from time to time by the teacher for classroom presentations; and picture books were provided in the classroom. Students were not encouraged to handle media, nor were they scheduled into the media center on a regular basis. A few individual kindergarten students of groups A, B, and D would occasionally come to the media center before or after school with older brothers or sisters and friends.

Summary, Conclusions

The exceptional results obtained by group C students lend support to the proposition that good teachers working with the help provided by the media center can accomplish a great deal with children. However, further research is needed to determine to what extent the media center can contribute to such growth without the intervention of good teaching.

IX. Stanford Achievement Test

IX. Stanford Achievement Test

Evaluation Design

Educators are usually interested in the effect of special projects or programs on student achievement in standardized achievement tests. Therefore, the Sobrante Park evaluation design included a limited analysis of achievement test scores, although it seemed unlikely to the evaluation designers that a supplemental and supportive type of program such as that of the media center would have a direct impact on group reading scores.

The analysis of achievement tests scores was limited to those students (1) who would have used the Sobrante Park media center for at least two years (1967-69), and (2) for whom the 1967 test scores, as administered in the Oakland Public Schools, would be available. For these reasons, the fifth grade and third grade were selected for study.

In May 1969, 50 fifth-grade students were given the Stanford Achievement Test, Form W, 1969. Cumulative Elementary School Record cards were used to obtain the third-grade scores for these students, as administered in 1967 (Stanford Achievement Test, Primary 2, Form X), in order to study the achievement growth rate in the two-year period, 1967-69. Similarly, 68 third grade students in May 1969 were given the Stanford Achievement Test, Primary 2, Form X, 1969. The first-grade scores of these students were also obtained from their cumulative records in order to study their growth from 1967 to 1969 (Stanford Achievement Test, Primary 1, Form W, 1967).

Evaluation Instrument

The Stanford Achievement Test is a standardized test which evaluates student achievement in word meaning and paragraph meaning.

Findings

Sobrante Park students fared no better nor worse than students at schools of comparable low socio-economic areas in Oakland. In such areas it is customary for the student achievement growth rate to decline with each successive year of attendance in school. The Sobrante Park students were no exception. For example, in the third grade in 1967 the mean grade equivalent schore was 2.9 in word meaning for the students selected for evaluation. Two years later, these same students had a mean grade equivalent score of 4.0. In other words, the growth rate was only 1.1 years in the two-year period from 1967 to 1969. The same group performed in similar fashion in the paragraph meaning section of the test. Also, the first- and third-grade comparison scores showed a comparable decline in growth rate of academic achievement during the 1967-69 period.

Summary, Conclusions

The results indicate that students who have media center services available do not show appreciably different results from those of students in similar schools without such services. This result should not be unexpected due to the peripheral nature of the library-media program. Indeed, it might be surprising to find a marked increase in group reading scores. The major contribution of the media center is to individualization of the instructional program, and it is in that area of individual growth that we should most profitably look for results.

X. Summary and Recommendations

The teacher, student, and parent evaluations judge the media center to be successful, particularly in the improvement of reading, motivation of students to academic effort, and helping children become self-directed in their learning experiences. The individual case studies show that it is possible for change to occur in students with specific problems: low academic achievement, emotional disturbance, lack of specific learning skills, and the like.

The Attitudinal-Behavioral Survey with its exploration of the behavioral characteristics that appear most likely to be affected by frequent use of the media center provides a basis for the next logical step in evaluation: to select a number of Sobrante Park students evidencing these characteristics and study them in comparison with a control group of students with similar characteristics in a school without media center services. Another possibility for future research in the attitudinal-behavioral area would be to take a closer, detailed look at some of the characteristics.

Other gleanings from the Sobrante Park evaluation project include the realization that model or demonstration centers, such as Sobrante Park's, do have an impact on visitors and lead to changes in approach and pattern of operation in other school districts. Also, the fact that much data appeared via the parent questionnaire suggesting the possible connection between student improvement and home use of media with parental support would imply the need for further research along those lines. Perhaps a detailed comparison study should be designed to examine more closely the difference between students who borrow a lot of media from the media center and those who borrow less often, or between those who use media extensively at home with those who use media at school.

One implication suggested by the teacher evaluations is that the new pattern of student activity inherent in the media center program (individualization, independent study, small group work, discovery, exploration) has had an influence on the teaching philosophy and practice of Sobrante Park's professional staff. Perhaps because the media center services reach out to most of the students and teachers in the school, there is justification to conjecture that the establishment of an effective school media center program is likely to bring with it new methods of teaching, new patterns of instruction to the school.

In the student evaluations many children expressed their pleasure in using art prints, sculpture, and musical recordings. This brings up the question: does the easy access to such materials have any effect on the aesthetic awareness and growth of students? Perhaps an attitudinal-behavioral survey in the area of aesthetic experience in relation to specific services and media would be another good target for future study.

It must be noted that more money is needed to support school library research projects. The collecting of data, the analysis, and the actual writing of this report were done by people who donated extra hours beyond the call (or payment) of duty. To insure good research for the future will require that library legislation lend a helping hand.

The results of this attempt to evaluate the multi-media services at Sobrante Park School indicate that the resources of a media center in the hands of good teachers can make a difference in pupil achievement. However, more controlled research is needed. This evaluation design then has been merely a first step--an exploration of possibilities for future effort.

APPENDIX A

APPENDIX A

OAKLAND PUBLIC SCHOOLS
Sobrante Park Elementary School

TEACHER EVALUATION OF MEDIA CENTER SERVICES

The media center has attempted to provide a variety of services to all of the members of the faculty and student body. It is realized, however, that the amount of contact and the number of services provided may have varied widely. Nevertheless, you are asked to respond to every section of this questionnaire.

Check one of the following categories to indicate your teaching assignment:

Kindergarten 3 (8.8%)

Grades 1 or 2 8 (23.5%)

Grades 3 or 4 9 (26.5%)

Grades 5 or 6 9 (26.5%)

Special services: EH, MR, Health, Speech, Music, or Guidance (circle one)
ALSO PRINCIPAL, PSYCHOLOGIST

Indicate the number of years you have taught at Sobrante Park School:

1 - 2 years 15 (44.1%)

3 - 5 years 5 (14.7%)

over 5 years 14 (41.2%)

Regardless of your teaching assignment, respond to each item on this questionnaire by marking the line by the answer which best represents your knowledge or opinion of the question asked. Be sure to fill in all of the information at the top of this page.

1. Compared to the old school library, do you think the media center is

much more helpful 29 (85.3%) | more helpful 3 (8.8%) | no different ____ | less helpful ____ | much less helpful ____ | NO RESPONSE 2 (5.9%)

2. How helpful has the librarian been in introducing you to new library materials or materials new to the media center?

very helpful 25 (73.5%) | helpful 8 (23.5%) | of little help ____ | no help ____ | NO RESPONSE 1 (2.9%)

3. How helpful has the librarian been in providing you with materials, bibliographies, and/or media lists?

very helpful	helpful	of little help	not requested	NO RESPONSE
91.2% 31	5.9% 2			2.9% 1

4. How helpful has the librarian been in assisting with the development of special plans or programming for individual students in your class?

very helpful	helpful	of little help	not requested or wanted	NO RESPONSE
32.3% 11	50% 17	2.9% 1	11.7% 4	2.9% 1

5. How helpful has the librarian been in helping to provide materials for/or coordinating a specific area of the curriculum?

very helpful	helpful	of little help	not requested or wanted	NO RESPONSE
52.9% 18	35.3% 12		8.8% 3	2.9% 1

6. During the 1967-68 school year, the faculty was given the opportunity to examine, evaluate, select, and order library materials. How valuable has this been to your instructional program?

very valuable	valuable	of little value	did not participate	NO RESPONSE
50% 17	29.4% 10	2.9% 1	11.7% 4	5.9% 2

7. Since 1965 inservice programs have been provided to acquaint the faculty with new educational techniques and the use of equipment and media. How helpful have these meetings been?

very helpful	helpful	of little help	did not participate	NO RESPONSE
14.7% 5	50% 17	14.7% 5	14.7% 5	5.9% 2

8. How helpful have the media been in teaching subjects in which you feel your background is somewhat limited?

very helpful	helpful	of little help	not helpful	NO RESPONSE
35.3% 12	50% 17	2.9% 1		11.7% 4

9. To what extent has the media center program helped you to bring about changes, innovations, or new trends in the curriculum in your classroom?

greatly influenced	influenced	no influence	NO RESPONSE
26.5% 9	64.7% 22		8.8% 3

10. In comparison to a library without media, to what extent has the media center increased your use of media in classroom instruction?

greatly increased	increased	use is the same	use is a little lower	much lower	no opportunity to compare	NO RESPONSE
55.9% 19	26.5% 9	5.9% 2				5.9% 2

11. What is the effect of the media center on student knowledge of library skills and materials?

greatly increased 35.3% 12 increased 55.9% 19 no change ____ decreased ____ NO RESPONSE 8.8% 3

12. Please rate each of the following phases of the library services with respect to your work in the classroom.

	very important	useful	little help	no help	not requested	NO RESPONSE
Library instruction in the classroom	17.6% 6	44.1% 15	5.9% 2		8	2.9% 1
Book talks	23.5% 8	47.1% 16	2.9% 1		17.6% 6	2.9% 1
Unscheduled use of the media center	38.2% 13	44.1% 15			5.9% 2	5.9% 2
Use of A/V materials for instruction	73.5% 25	17.6% 6			2.9% 1	
Inservice meetings for the faculty	11.7% 4	41.2% 14	17.6% 6	2.9% 1	14.7% 5	5.9% 2
Participation in the evaluation, selection, and ordering of materials	29.4% 10	44.1% 15	2.9% 1		11.7% 4	5.9% 2
Small group use of the media center	55.9% 19	26.5% 9			11.7% 4	
Delivery of A/V equipment to the classroom	50% 17	23.5% 8	8.8% 3		11.7% 4	
Introduction to new library materials	35.3% 12	52.9% 18			2.9% 1	2.9% 1
Conferences with the librarian	26.5% 9	52.9% 18	2.9% 1		11.7% 4	
Ready availability of librarian during class time	20.6% 7	52.9% 18	5.9% 2	2.9% 1	11.7% 4	

13. The amount that your students used the media center varied widely. Of the students in your room, who were constant users of the media center, have there been any who have made noticeable gains in any areas of the curriculum?

Yes 24 (70.6%) No 4 (11.7%) If yes, what area (areas)? (see page 43) NO RESPONSE 6 (17.6%)

14. For two years, media have been circulating for students' use at home. How have your students' interest and general knowledge of subject matter changed as a result?

greatly increased 5 (14.7%) increased 25 (73.5%) is the same 2 (5.9%) is a little lower ____ much lower ____ NO RESPONSE 2 (5.9%)

15. One of the goals of the media center has been to provide students with cultural and intellectual resources--art prints, music compositions, and literature recordings. How effective have these media been in terms of student interest and knowledge of the fine arts?

very effective 8 (23.5%) effective 11 (32.3%) somewhat effective 12 (35.3%) not effective 1 (2.9%) NO RESPONSE 2 (5.9%)

16. How much do you think the media center has increased the student's ability to work independently?

a great deal 11 (32.3%) much 13 (38.2%) somewhat 8 (23.5%) not at all ____ actually decreased ____ NO RESPONSE 2 (5.9%)

17. How effective is the use of media in increasing attention span?

very effective 14 (41.2%) effective 16 (47.1%) no effect 2 (5.9%) causes decrease ____ NO RESPONSE 2 (5.9%)

18. To what extent have the media helped your students to develop cognitive skills?

very helpful 7 (20.6%) helpful 23 (67.6%) of little help 1 (2.9%) no help ____ NO RESPONSE 3 (8.8%)

19. Are any of your students student library assistants or A/V monitors?

Yes 16 (47.1%) No 17 (50%) NO RESPONSE 1 (2.9%)

If the answer is yes, how valuable has this opportunity been to them in providing them with responsibility and leadership experiences?

very valuable 8 (47%) valuable 7 (41.2%) of little value 1 (5.9%) not valuable ____ harmful ____ NO RESPONSE 1 (5.9%)

13. If yes, what area (areas)? _____

a. Reading comprehension

b. Reading

c. Reading readiness and reading

d. Appreciation of books

e. Reading

f. Reading

g. Reading, science

h. Science

i. Reading

j. Sharing outside information useful to class

k. Science, social studies

l. Reading

m. Reading and general knowledge

n. Science

o. Reading, social studies

p. Reading

q. Reading

r. Reading and history

s. Reading, social studies

t. Responsibility in partaking of helping in center extend to classroom and helps in discipline

u. Social studies

v. Social studies, science, reading

w. Social science

x. General improvement interest

20. What is the effect of the ready availability of the media center on student use?

greatly increased 52.9% 18 | increased 44.1% 15 | no change ____ | decreased ____ | greatly decreased ____ | NO RESPONSE 2.9% 1

21. Does the media center motivate students to do more school work?

Yes 79.4% 27 | No 2.9% 1 | NO RESPONSE 11.7% 4

22. Do you think the media center is effective in leading the students to self-discovery?

Yes 91.2% 31 | No 2.9% 1 | NO RESPONSE 5.9% 2

23. Please rate the helpfulness of the following services to your students by putting an X in the appropriate box.

	very helpful	helpful	somewhat helpful	no help	not requested	NO RESPONSE
Library instruction in the classroom	11.7% 4	26.5% 9	6		11	2.9% 1
Book talks	20.6% 7	35.3% 12	2.9% 1	2.9% 1	29.4% 10	
Unscheduled use of the media center	41.2% 14	41.2% 14	2.9% 1		2.9% 1	2.9% 1
Independent Study	50% 17	26.5% 9	5.9% 2		8.8% 3	
Reading guidance (book selection)	35.3% 12	44.1% 15			8.8% 3	2.9% 1
Reference and research guidance	35.3% 12	35.3% 12	5.9% 2		14.7% 5	
Selection of books for pleasure	52.9% 18	35.3% 12	2.9% 1			
Use of A/V materials for instruction	61.8% 21	26.5% 9			2.9% 1	
Small group use of the media center	52.9% 18	23.5% 8	5.9% 2		8.8% 3	
Circulation of all media and A/V equipment for home use	47.1% 16	32.3% 11	5.9% 2		5.9% 2	
Availability of librarian to visit classroom	20.6% 7	44.1% 15	5.9% 2	2.9% 1	17.6% 6	
Student opportunity to assume responsibility, leadership	38.2% 13	55.9% 19	5.9% 2	2.9% 1	2.9% 1	

24. Overall, how effective do you feel the media center program has been at your school?

very effective 82.4% 28 | effective 17.6% 6 | a little effective ____ | not effective ____

detrimental ____ | NO RESPONSE ____

25. Add any comments you may have concerning the Phase II Project (media center program) for the school year 1968-69.

Strengths and/or values:

(see pages 46-48)

Weaknesses and/or suggestions for improvement:

(see pages 49-50)

Other:

(see page 50)

25. Strengths and/or values:

a. Best thing that ever happened to Sobrante Park. Parents delighted, interested and involved.

b. As a speech clinician I have not been able to evaluate my own students' use of the media center. However, for my own use I have found the media center most helpful; since I have been using several of the books for my children to read while in speech. The selection of books is wonderful and geared to all ages and a variety of subjects which helps to make my children more eager; it helps them both with the carry over stage of what they've learned in speech as well as broadening their interests.

The availability of equipment is one of the strongest aspects of the media center, since children may do independent work.

Sobrante Park is the only school out of the four schools that I attend that has such a media center. I have found it most helpful to the teachers as well as the students, and you've done a wonderful job--keep it up! A lot of these questions were not applicable to me; but my answer is based on my knowledge from the regular classroom teachers and from my children--also, from observing children in the library.

c. The availability of books and materials really stimulated my E. H. students. At the beginning they just wanted a room full of books to look at. Then they gradually began to really use the books, with an attendent increase in reading skills and general knowledge. We have worn out through use at least the favorite 25 books.

d. Judging from the increased use, it is obvious that the media center appeals to the children, and the increased learning is self evident thereby.

e. Opportunity for home viewing I feel is especially beneficial as it aids the community and broadens their exposure to media of all types.

f. The increased use of filmstrips for all phases of the program and our ability to secure them quickly has been of great help. The up-to-date items have been appreciated.

g. I feel that the freedom for students to check out media was of great value. The children must learn by doing. They learned a lot about proper care of materials.

h. I have found the media center very useful. It has given me an opportunity to include teaching materials I would never have used, otherwise.

i. Motivation for reading and social studies was greatly increased because of opaque projector and filmstrips.

j. Media center has been very helpful for my second graders. They have learned to do research work!

k. The media center has increased the children's self image by giving them the extra responsibilities of taking things home.

l. I feel that having media, as well as a good selection of books, available on the school site has encouraged children to pursue their own interests independently.

m. I feel all people should have the opportunity to visit a library or media center and peruse at their own time and pleasure the things they wish to study or look over.

It helps the slow youngsters in developing new concepts and strengthening those taught in the classroom. It gives the fast youngsters an opportunity to explore new areas. And for all, it establishes the habit of visiting libraries (or media centers) and gives them the tools to use them.

n. Children have been inspired to do more research or work on other projects assigned to them during the school year. There is an increase in the children's willingness to share with the class.

o. The media center is the core of my teaching program. Without it, I would not be an effective teacher. It provides vast materials related to my teaching subject matter; and when they're at your fingertips, you can use them exactly when needed. When ordering from the district, you can <u>never</u> get them when you really want them. For my higher ability children, it is a place for eager exploration of all areas of curriculum and special interest. For lower ability children, it provides exciting materials that stimulate them; and they don't need to have average reading ability.

For motivation purposes, the center can't be topped. Children who are discouraged, bored, or slow can be sent there on a "free reading" mission which gives them perhaps the only real learning pleasure in the day.

For discipline problems, it provided a place for them to find productive occupation and a chance for them to prove a sense of responsibility (plus, they <u>learn</u>!).

The listening rooms are marvelous places for small groups to learn to work together in discovering information. They provided places for student tutors to help slower students learn without the teacher hounding them to be quieter. They provided places for plays to be practiced, plans to be made. The library itself became a haven for those who needed to be "alone" to work well.

The media center became a center of all our learning. I grew in knowledge. I became excited about things I knew little about because there was always something to stimulate me. This enthusiasm, in turn, was given to my children, naturally.

I dislike saying this in some ways because it says something about my teaching, but it's the truth. The excitement about learning that was created in my children was directly the result of the media center. The media center is the answer to many of the problems in learning "disadvantage" children have. It's a joy to me. It's a joy to my children.

p. The media center has been a valuable source for learning and motivation for my class. My students, always, are thrilled to go to the media center for additional learning experiences.

q. I think this is the major hope for the children to become truly literate. Outside reading and use of media can't help but broaden perspectives and motivate those students who use the media.

r. Value to students who are of more mature and higher IQ and who actually want to try to find and paraphrase information.

Value to nonreaders and slow readers, as the films help them to see and generalize about what they have trouble finding in detailed reading assignments.

General exposure to many things that I am sure just didn't exist via use of projectors and filmstrips--skills of typing and use of tape have all been side things students have been doing at their own discretion, i.e., have asked me, "May I go use the films or tape?"

s. Having substituted in about 20 other schools in Oakland, I was delighted to "experience" the media center at Sobrante Park. Not only are the materials valuable and varied, but the willingness and openness with which they are available is truly remarkable. The media center seems to instill a certain pride and confidence in the school on the part of both students and teachers. The learning experience, to be valued by the student, must be varied and exemplified both of which are provided by the center. It is both assuring and fulfilling to the teacher to know that days need not be monopolized by her voice or those of a few pupils, and that routine school situations can be made interesting to students of varied talents and concerns.

t. Encourages more independent learning.
Gives student a variety of materials to select from.
Help students become more self-directed in their studies, and give them opportunities to work at their own rate of speed.
Expose students to new concept of materials and techniques used in teaching social sciences.

25. Weaknesses and/or suggestions for improvement:

a. More help for Miss Vandercook. The program is too successful.

b. More clerical help for media center--thereby making better use of the librarian's knowledge with students.

c. More media centers needed in other schools. Continued increase in variety and quantity.

d. More equipment to enable use of the A-V materials at the same time by teachers would be helpful.

e. If possible, it would be very helpful to have recordings on the kindergarten level. My children really enjoyed the "Do Ri Mi Children's Folk Music" album. More things needed along that line.

f. Equipment wasn't always available when it was needed. We could use a lot more A-V equipment and material.

g. System of dispensing A-V equipment during the day.

h. The program is very demanding of the time of our one librarian. Caring for the A-V machinery could well be handled by another part-time employee. Also, more clerical help is needed.

i. Teachers do not have much time to go to the media center to correlate the various media on a project. It is not possible for one person to help with this, since the school and the teachers are cooperating with the community. It would seem that a corps of adults could assist. This would carry over into the community by teaching better care and use of equipment.

j. Time for teacher selection of materials for units of study related to classroom work.

k. Not enough A-V equipment to circulate to all teachers and students.

l. It would be a joy to have time to browse during the day.

Perhaps the media center specialist could set up a schedule of presentations. They might be on a single topic with media of all kinds related to it. The topic could be one related to the social studies area or it might be a fine arts topic. It could be a once a week time (by grade levels) and it would necessarily take all year. If the teacher wished to <u>not</u> be included, he or she could cancel out. Perhaps this would be an inspiration to teachers and students alike.

Perhaps the specialist could put up a biweekly list stating what days and hours are free for book talks or lessons and teachers could sign up.

m. There is not enough equipment for circulation. More machines are needed so that we won't have to wait several months before our class' turn for equipment. A reserve list might be good for very special limited media.

n. If more funds become available, more equipment should be purchased so that more individual students might have more use of the equipment at home.

In the next year perhaps each class could be assigned a day a month to check out equipment to take home, thereby giving equal distribution and sharing throughout the school.

o. More aid (personnel) in the library, able to assist students individually and in groups.

p. Needs helpers for checking in and out especially in early a.m.

q. More help (adult) to guide children when they are in the media center.

r. A lack of adequate adult help, which would allow the media specialist to do her work rather than being burdened down with work which can be easily done by a person with less training.

25. Other:

a. Because of my work, I have had the opportunity to discuss the media center with teachers in other schools who have visited this center. Their reactions were most favorable toward the ideas and equipment included; most felt that they would like to have the same facilities and services in their own schools.

b. *Some children count the days until they can go to the library. They say, "Is today Thursday? Can we go to the library today?" *These children go to child care and are expected there very soon after school is out except Thursdays.

c. Would be nice if the librarian had time to come to the rooms to present the correlation of various media on a current study. I felt she was too busy so I did not request her to come to the room.

APPENDIX B

APPENDIX B

STUDENT EVALUATION OF MEDIA CENTER SERVICES

(A SAMPLING OF RESPONSES IS PRESENTED HERE. THE TOTAL RESPONSES WERE TOO NUMEROUS TO BE INCLUDED IN THEIR ENTIRETY.)

Class Essays, Grades 1-2

Grade 1

1. We like our media center very much. We learn to read the books we take home and play the records for our families. The big picture sets are fun to play games with, and we learn many new things from them. We see filmstrips about everything in our science books, too! Miss Vandercook is nice!

2. Our first grade has enjoyed using the library this year. We have checked out books to take home and read. We have listened to records and tapes and have taken records home. One of our favorites has been the flat pictures. All of us have watched movie and filmstrips.

3. Dear Sir,
We like our media center. We like our film projectors so that we can see films. We can look at our book. These things are fun. We thank you.

Grade 2

1. I like the movie projectors and books. I like to play the records. I like the media center because there's lots of stuff to look at. I like the little gray projectors. The little kids can't use the shades, but the big kids can. It's a good media center.

2. I like the movies and the typewriter. I like everything in the library. I like the books and the pictures. I like the record players. I like the media center very much. I like the way the media center is run because it has good things.

3. Things we checked out
   I. Projectors and filmstrips
   II. Records
   III. Flat pictures
   IV. Books

   Our media center is a very interesting place! It has lots of equipment! It has helped us to learn about many things. Because of the projectors and filmstrips that we have checked out, we learned about cotton, our sixteenth president, Daniel Boone, reptiles, turtles, birds, the earth, the moon, the farms, and fun places like Disneyland! We listened to other music, Spanish and African. From flat pictures we learned about bears, farms, and seasons. We learned to do research work. The media center has helpers who take care of our room equipment. We wouldn't have learned as much if we did not have our media center!

Individual Student Evaluations, Grades 2-6

Grade 2

1. I like to read the library books. I like to check out the film projectors. I like the library lady. I like to check out films. I like the books and films. I like everything in the library.

2. I like to read the library books and I like to look at film projectors. I like to work in the library and I like Miss Vandercook. She is very nice.

3. I checked out The Home That Jack Built and I read it to myself.

4. I like the projectors and books. I like to check out films, stories. I like Miss Vandercook, too.

5. I check out books from the library and I remember to bring them back to school in the morning. When I go to school, I have them with me, too.

6. I like our library because it is a nice library and the books are all in nice rows. When I come to school in the morning, I look at them. I look at the film projector, too.

7. I like to read the books and check out the film projectors. There are many things in the library. I like all of them.

8. I like the film projectors. I like the way they sound. I like to read books. I like the books and I enjoy myself with them. I like to look at many things. I like to check out books and other things. I like to check out the whale, too.

9. I like to look at the movie and film projectors. I like to check out film projectors. I like to check out movie projectors, too.

10. I like the books to read and I like the film projectors, too. There are all kinds of things in the library.

11. I like the books because we know all about books. We read them all the time.

12. I like our school library. It is a good place to read books. It has projectors. We see movies. We see new books. We see old books. There are many good things to see. They have many books and movies. They have many good pictures.

Grade 3

1. I like the media center because it helps me sound out words that I can't sound out. I am the best in my group. You know why I am the best in my group? They are always asking me words. They never go to Charles.

2. This year since I've been going to the media center I have been checking out books and they are good books. I have been reading some of the books to my class what I have been checking out of the media center. The projectors and filmstrip I've been checking out are very good. I did a report about cows, birds, from the media center. The best thing I like in the media center is books. I like books because I like to read. I like the media center. It helped me be trained in a media center. And it has helped me read good. And check out things. It has helped me to improve my education.

3. I enjoy the media center very much. I like to read the books in there. I would like to take home a movie again. I would like to work in there when I am in the fourth grade.

4. The media center helps you learn your lesson. I love it. I love the movie projectors and the super eights and the earphones. Thank you, Miss Vandercook, for letting me check out the materials.

5. I like the media center because we can get books and machines and tape recorders and records. Miss Vandercook let us check out, if we bring our books back. The monitor at the desk stamps the card. Now I want to thank you. May I work for you? Thank you, Miss Vandercook.

6. I like the media center because I like to read books and check out projectors. I read books and look at books. I check out films and do research on it. The media center has lots of things that I like. I like to do research on film and on books, I like it best. I check out a projector and film and read it with my brother. And he brings home media, too. The media center has things that I do like in there. Why do I like the media center? Because I like to read books. I always read a book when I come home from school. I like it best!

7. I like the media center because they have lots of books. And I like it because you can check out movies and projectors. Miss Vandercook, the owner, gets people to help her. Only fourth and fifth graders.

8. I like the media center because it has books and record players and records. And one time my brother checked out a projector and we saw some animals and they had some babies and they were small. I hope that your library will be opened this summer. I think I still have some more books on my book shelf at home. My brother brought all of my books to the media center already took them back.

9. I like the media center, do you? I like the movie projector and the earphones, and I enjoy the books.

10. The media center has hundreds of books. Lots of people, too. The people check books out. That's what I like about the media center. What I don't like is people stealing the books and making up stories and not telling the truth about it and leaving books at home.

11. I like it. It has funny books there, and I like the projectors and the record player. I do not never take the typewriter. Before you try to work the projector go and get me.

12. I like the media center. We check out books fun to check out. The media center is fun to check out. We will learn about the map at the media center.

13. I like the media center because you can check out what you want to. Once I went to the media center and Miss Vandercook let me check out a record and a book. The media center is a fun place to check books.

14. I like the media center because it helps people learn more things. I go in to study about dinosaurs and try to find films about them.

15. I think the media center is interesting because I can find all kinds of materials in there. And when I ask my friend, Miss Vandercook, where I can locate what I want, she tells me what number to look up. The media center helps you to learn things and it also helps you to learn new things. The media center has everything you need that another library wouldn't have like filmstrips, movie projectors, books, flat pictures, films, and lots, lots more. If you go in the media center often, you might be smarter than the whole school. What really helps you is the card catalogue. I like the media center very much. I hope you do, too.

16. I like the media center because you can get anything you need. You could get books, filmstrips, films, flat pictures, and projectors from the media center. I like the filmstrips the best. Because it is interesting to see. It's fun looking at the projectors and filmstrips. Books are fun to read. I like to read mystery stories.

17. I like the media center because it helps us. It has books, filmstrips, films, and flat pictures. They help us to learn to read. It has a card catalogue that helps you find the things you want. Here is an example to show you. If you are looking for trucks, you would look under <u>tr</u> in the catalogue.

18. I like to go to the media center to look at projectors and other things. The only reason I go is because it helps me to learn things. And it's fun to look at filmstrips. Sometimes I go there with my class. Why don't you take a trip to your nearest library someday? We do lots of things in the library.

19. I like to go to the media center to get films. I like to look at the flat pictures and the projectors. I like to go to the media center to look at the books and other things.

20. I like the media center because you get to check out projectors and books and you can read them. There are a lot of things you can look for. You can write reports about it. You can find good things to use.

21. I like to go to the media center because I like to learn something about books. I like to read about different kinds of things. I enjoy going there. I like to look in the encyclopedias. I like to learn about flat pictures and study about them.

22. I like the media center. It has books. The media center has things for you. I like the filmstrips. I like flat pictures, too.

23. I like the media center because you can check out projectors, filmstrips, films, and flat pictures. Sometimes I go check books and study them. The media center is nice if you return your projectors, filmstrips, films, record players and typewriters. The media center has something you like. It has everything I like.

24. I like the media center because it has many interesting things in it, like books, films, projectors, flat pictures, and filmstrips. Many people come in everyday and check out things. Sometimes they bring home the equipment and if their little babies tear the equipment up, then there wouldn't be enough for the other children.

25. I like to go to the library because there are many books and many flat pictures and filmstrips you can look at. But the most fun of all is using the projectors. There are many projectors in the library this year. Besides you can take them home to show your mother and father. But if you break the projectors and tear the books, there will be no more for our use. So we must be careful what we do when we check out these things.

26. I enjoy the media center. It helps us get an education. We learn many things from books, filmstrips, flat pictures, and other things. We learn from projectors, too.

27. Media center has all kinds of things. It has things like books. Almost every time I come in I look in the media center and get a book, and sometime I stay and look at projectors. I think flat pictures are the best.

28. I think the media center would be a good place to go when you have spare time. It would be a good place to go after school, too. You could check out filmstrips, or projectors, flat pictures, and books, too.

29. I have used the media center this year because I can find anything I want, like filmstrips, books, dictionary, super 8 projector and listen to the tape recorder. Most of the time I read books and look up words in the dictionary and look at the glade. I go to the card catalogue.

30. I like books, records, filmstrips, and pictures. They help me learn things that I need. I learn about many things from the media center. In the media center children work in it. They learn, they look, they read, and they work. Children have fun in the media center. I enjoy it.

31. I like the media center because it teaches me new things. The film I can check out and bring it to the class and look at it. Books I share to the class. The movie projectors I can operate in the media center. The media center is important to all schools. That's why I enjoy the media center.

32. I like the books because they are funny. I like the movie projector because Miss Vandercook lets me take the movie projector home.

33. I like the media center because the books named The House That Jack Built and The Little House. I enjoyed it very much and I see things--very beautiful pictures that I see. Film I like them a lot. I see them when I go to take my books back.

34. I like best is the movie projector. It helps me in my school work. It has fun books to read. The media center helps me to read better because there are so many different kinds of books.

35. The best part of the media center is the part where the film projectors are, and I hope Miss Vandercook will let me check out a movie projector when I want to. I hope I like to look at all the projectors, too. I would like to read all the books in the media center.

36. When I go to the media center, I like to check out things to bring home. If I bring some filmstrips, I show them to my sister and brothers. If I bring home a magazine, I look at it. If I bring home some tape recordings and head sets, I share them.

37. If I could change the media center, I would change it into a pet shop. Because if I changed it into a pet shop I could go to it everyday and have a look at the birds, dogs, cats, and the other animals, too.

38. If I changed the media center, I would do more good than they can do. I like it, but I think it needs to change a little. I love the media center. I hope it is the best.

39. I would like to have a media center and to own a media center.

40. I would go to the media center to check out books and I love to check out things and if you check out some books you will be happy.

41. If I could change the media center, I would make it put more things in it and make it great.

42. When I go to the media center, I like to look at the projectors. The best part of the media center is where there are projectors to look at. When you go to the media center, you should not talk loud because children are working in the media center. I like to go to the media center because you have fun. Miss Vandercook is a nice librarian.

43. When I go tc the media center, I like to look at the books and I would like to see all of the flat pictures. I would like to hear the records, and I would like to see all the record players. I would like to take a filmstrip and some realia home, too. My mother would be glad to see all the projectors (filmstrip - movie - slide).

Grade 4

1. At the media center you may check out books, records, tape recorders, projectors, art. I think the media center is a very special place. Because you get an opportunity to really do things. The media center is some place you can really relax. Miss Vandercook keeps the media center very clean. If you take out something and bring it back torn or broke, she'll forgive you in about 60 seconds after you return it. Miss Vandercook is the most understanding person I ever saw.

2. Our media center is the best part of the school to me. Miss Vandercook, our librarian, is like a school teacher. She can also help you learn if you come in to look for a book. If you can't find one, she can and she will help you to know what it is about. The media center can help you through your education and when you grow up it can help you with your job. I go to the media center everyday. Sometimes I go to help my education and sometimes to have fun. The media center is also a place for fun. I have fun watching movies and films and working the projectors. I want my education to be the best I can do. So I am going to try. I am going to keep going to the library everyday.

3. I go to the media center in the morning and after school. Sometimes I go to check out books, and sometimes I go to return books. I have used books from the media center hundreds of times to help me learn. In the media center I get books from all levels and grades. The group I am in goes to the media center to work on reports, and other things. Our media center has most things other media centers don't have. Our media center is a wonderful place to go to. My mother thinks the media center is very special so do I. Our media center has lots of film projectors, records, tape recorders, and record players. It even has two rooms where children learn and dance and do all other kinds of things. They have record players and film projectors to look at and listen to. I check out long books and short books, but it does not matter because our library has the most books I have ever seen in all my days of school. I like our library because it has room to walk, but it does not have as much room as my other school. I still like it though. This school library has a place where you return books. They call this a corner. I used to return a book right on the next day. Our librarian's name is Miss Vandercook. She is a very pretty woman. One day she was our teacher for a little and she taught us a song. She comes to get overdue books. Miss Vandercook has a name as sweet as a song. She has helpers that come to help her to card books. She has old books and new books. I think Miss Vandercook is a very nice woman. I hope that I can be able to work in the library while I am still going to this school--Sobrante Park.

4. The media center is a place that is valuable to me. We go to the media center, we look at films and we read books. The books are the best to me. I love working in the library carding the books. Miss Vandercook sometime she will help me in the library because it is valuable to me. We can go to the media center after school. I think it is important to me because the media center helps me in my school work. At home when I bring home library books they help me to learn about new things in this nation. We take trips to the library sometimes. The media center is a place for visitors to see our materials that come to the library. We have to help Miss Vandercook, she would never get things in order and she would never be able to card all of those books.

5. I think the media center has changed me because I didn't hardly get books from there before, but now I go there almost everyday because your books are wonderful! One day I checked out a film projector, it was beautiful. It makes me feel good to check out a film and take it home. The media center is valuable to me because it helps me learn. It helps not only me, but everybody. I've learned a great deal at the media center. I like the little rooms because you can work without a sound coming in. The textbooks are good, too, because they have all kinds of stories in them. Miss Vandercook is a good librarian because she comes to classes and shows myths and other books. It just makes people feel happy to go after school or during school hours to go check out a film projector or a book. It is very important because you have to be polite to the librarian and be careful with the books because you can hurt people's feelings and hurt books.

6. I think the media center is very good for children. It helps children learn many new things that they didn't know. I've learned a great deal by watching super 8 movies and records. That helped me a lot. I think Miss Vandercook is a good librarian. She works very hard. I think that people who check out books, projectors, records, they should bring them back when supposed to. So then Miss Vandercook won't have to be struggling to rooms and portables looking for them. I think we ought to be happy to have a librarian like her. It is a nice library. I am proud that we have a library like this because at Woodland we couldn't check out filmstrips and movie projectors. I think the media center is special because everybody, visitors and photographers, come and take pictures. Once I went to the library and I was looking at a filmstrip to see if I wanted it and a photographer took my picture. Once last year I was in a picture. Some other people were, too. They put it in the Oakland Tribune. I was happy. I told my mother. She didn't believe it. The library is a very good place to study because you can work in it quietly. I like Miss Vandercook. If you cannot find something, she will help you. She helps the teachers, too. She comes to classes and talks about books and movies. The library has many record players, tape recorders, projectors, records, and movies. And even two rooms where children can work, listen, and watch movies quietly. She tells us how to act and card books and things. I hope to be a librarian when I grow up. I am going to have a big and nice library. My library is going to be like ours we have. When I have my library, I am going to be like Miss Vandercook. I go to the

library occasionally to take back and check out books. I checked out books and records a lots of times. Sometimes I check out books to help me with my report. One time someone lost a projector and Miss Vandercook got upset. I think if Miss Vandercook is nice enough to let you check out something I think you should be nice enough to bring it back. I am ready to be a librarian!

7. I like to go to the library. I like to watch them work. It looks like fun. I wish I can work there, too. The films in the library are very, very nice films. They are the best films in the city of Oakland.

8. One day I went to the library to check out a book. I took the book home to read. It was good to read a book. I like the filmstrips. I never took a filmstrip home but I saw some at school. You can check out a book about East Africa and West Africa.

9. I think the library is a wonderful thing. The library is better than any other school because it lets us take out film projectors. The library helps children learn. I took a film projector out. The library has many books and reading rooms. Little children like to take things home. We are the only school that has a media center like this, and Miss Vandercook keeps it clean. We have visitors.

10. I am getting used to books. The projectors are things that are to be looked at for science and other subjects. The equipment is to be checked out after school. I would like to work in the library some day when I get in the sixth grade. I would like to be a librarian when I go to another school. We sometimes get the big library study prints. They play records in the library and they put up the books and the projectors. We go to card books and to work big film projectors. This librarian that we are talking about is important to our school.

11. I go to help the librarian shelve the books after school. I take home projectors after school. I show them to my brothers and sisters. Father likes to work the projectors. In the media center we can take home books, too. I like to go there very much!

12. I like the media center because it helps me in my work. The movie projectors help me learn new things. We cannot keep projectors long enough to show. You can only keep them one night. I like to check out books instead of projectors because you can keep them longer.

13. I do go to the media center. I just go for a baseball book and when I do my work. I do not think about it very much.

14. I like the media center because we have filmstrips, movies, and books. We get a chance to take home filmstrip projectors, super eights, and movie projectors. We even have a tape recorder. We only get to have equipment for one day only. The only thing good about it is that we have special rooms

for special reasons. The names of these rooms are listening rooms and projector rooms. I like to check books because you can keep them longer. The media center was lucky to get $34,000. I like to check out super eights most of all. Super eights are nice because they have stop action, but if you stop action too long, the film will melt because of the heat. It is fun to go to the library because you can look at filmstrips. It helps me in my work. When I watch movies, I learn a little more in my work.

15. When I go to the library, I look at things then I read them and take to the library. I look at things. Then I read them and take them home to read. When I grow up, I can check out books and records to play at home. I love fire books to read. No other school has such a media center. Sobrante Park is the only school that has a media center. You can watch fun filmstrips and good other films. My little sister likes the library. She goes to the library almost everyday. I help her read the books and play the records she brings home. The media center helps little children to learn things about the library and about the world.

16. Miss Vandercook and the media center are very important. I think it is a valuable thing because you can check out projectors and take them home. You can check out books, too. When I come in the morning, I try to not mess up the library. I clean up. Miss Vandercook is very nice. I think that the projectors are very important and special and the books are special, too. The library is special itself because it has beautiful things in it. There are beautiful things hanging up.

17. I like to go to the media center. I like to check out books and projector, and I like to stay in the library to watch movies. I like to take projectors home and look at them. I like to check out books and bring them to the classroom. We read at reading time. In the morning when we come to school, I like to come in the library to check out projectors for the classroom. We look at movies about atoms and molecules. I always go to the library to try to check out a projector but I always get beat.

18. I think that the media center is great because you can check out books, movies, projectors, filmstrips and you can study all the things you did not know before. We have modern projectors and films. We have a new projector called the super 8 and you can see a film in five minutes. You can see movies about plants, sports, Civil War, all parts of the world, and everything you need to know. We have sculpture carvings of ladies and men from Africa. I like the books about Freddy, Henry, Beezus, Ramona, Mr. Popper's Penguins. I can read books but I think that the media center is the most! It has everything!

19. I like the media center. I like it. We check out movie projectors and books and pictures and a typewriter. I like Miss Vandercook. She is nice. When I always go and check out movie projector and take movie projector home, my brother wants to watch them so I show them to them. I show them and other ones, too.

20. I think the media center is beautiful! I love your books because they are so wonderful! Your projectors are wonderful, too. When my sister was in the first grade, she brought books home and read them to me and I liked them. Now I go to the media center and get my own books because I like the wonderful books you have and I check them out. I always have fun reading your books. It changed my whole career. It taught me how to enjoy reading. It taught me how to make friends and lots of others. We want to try hard to do the best we can and show it. Reading is fun to big people but not to little children because some children don't like to go to school. They want to play hooky but then when he finds out it is better to go to school, he will want to go to school. The media center makes school better for these children. It won't be too late and that will be how his career changes. The media center is a place for the school and you will have lots and lots of fun. Miss Vandercook is very, very nice and we always want her to keep the media center so we can come in and read books and look at the projectors and have lots and lots of fun. That's why I like to read.

21. In our school we have a media center. We can check out almost anything, books, tapes, tape recorder, film, projectors, records, flat pictures, record players, 8mm film, Western Woods and 8mm film projectors. What I like to take out is the record player and get my records and play my record player and my mother's record player and our stereo, play them all together and listen to them make funny music. Miss Vandercook is a very nice lady. She can help you with almost anything you may have trouble to find. I work in the library to help the school. I like the tape recorder and the typewriter also. I have a tape recorder at home. It is a gray and white tape recorder. Miss Vandercook is in charge of the media center.

22. I like the media center because you and I could check out books and equipment. It is a good place to be if you are a dropout so you can learn more. They should have put a bathroom in it. And last of all I like Miss Vandercook. That's all for now, bye now.

23. Dear Miss Vandercook,
I like the school library. The way you get to take books and equipment. But what we need is to be open in the summer.

24. I like the library. I check out many things. I check out projectors, films, books. I check out many things. I try to get them in before they are due. I will try to have good respect for our library.

25. I like the library because it helps you to learn about all different kinds of things. I like all of the things in it. When some of the kids come in there, they be on their best behavior and give you all of their cooperation.

26. I think the media center is the best place for kids. You can check out tape recorders or filmstrips and phonographs and lots of other things. You can take home things like movie projectors and keep them for one or two nights. The media center is good for children to operate machines and to be of service to the teachers.

27. I think the media center is a very nice place to check out materials. It is good for children to find out information for their class. When I go to the media center to do research, I get films on Japan and books on Japan and other countries. When I get the materials, I take them home and share them with my family. Someday it will help me to locate other materials. When my class was studying about Africa, I checked out African art and books about Africa. Sometimes I'd check out magazines. My sisters would help me with the words I didn't know. If the media center wasn't here, the teachers would not have the materials the media center has. They could not share these materials with their classes.

28. What I think of the media center. It's all right. I like the Henry Huggins books and other good books. I like the filmstrips. I learn things I don't know. And I like the movie projectors. They help me so I can do my book reports on them.

29. I think the media center is good most of all is the things around the library and using the projectors and typewriters. It is a very nice media center to me.

30. Our media center is run by Miss Vandercook. She runs a good media center. I like it because it is pretty inside. She gets wonderful things for our media center like film projectors, tape recorders and movies for classes that are studying things. We should have more televisions, to study on television. The art prints are fantastic. Many ladies come to see our media center at our school. They say it is beautiful. One lady said, "I never seen nothing like that in my whole life. It's beautiful." My teacher says that you might give us more money to buy more things. The records that she gets are lovely. Won't you come and see our media center sometime? Miss Vandercook takes good care of our media center. I like it very much. I think you will like it very much.

31. The media center needs TV for classes. They also need more movie films. They need to make film loops to talk.

32. I like our media center because it has lots of projectors and tapes. But one thing I would like is five television sets. When we go to watch television, we got to walk all across the yard.

33. I like the media center but they need more tape recorders. I would like to know how we can get enough equipment for everybody to take home. Dear Miss Vandercook, I like you and if you had more equipment, I would take it home everyday.

Grade 5

1. My opinion of the media center is that I really enjoy the media center and I like the different things that you can use, like the filmstrips, and tape recorders, record players and lots of the other references to be used in the

media center. The media center also helped me to improve in my school work. The librarian also has to be as sweet as Miss Vandercook to have a very nice library as such.

2. My opinion on the media center is it is very helpful. It has books, records, projectors, films and filmstrips which can be used for all people of Sobrante Park School. I am very proud of our school library for they have tried their best. Suggestions--last year children came into the library in groups to learn how to work the projectors. I think it was good for them to do so. Please do it again next year.

Grade 6

1. I think the media center is best for studying and watching the movies, filmstrips and reading the books about great people. The center has many different kinds of movies and books, tapes, trips, viewers. I like the media center because it helps me to make a report on famous people. The media center is quite popular around the cities. We have lots of visitors almost every week. I think it is the best center that was ever made! P. S. In the world!

2. There are many things to do in the media center. We can take out the books, the books help us to find out information and it tells us stories. There are many titles of books for us to read. There are books about flowers and science and health. The health books can tell me about the food I should eat and the way I grow and what made me tall or short. There are projectors to check out that tell me about social studies. They help me to learn about Cuba and other cities, countries, states, counties and the population of the states. So when my mother asks me what is the what is Cuba I can tell her. There are pictures that give us certain information.

3. One thing I hate about the media center is that when it's supposed to be quiet it's noisey. But they do have good things, and they have more books, and they have more space for more people. They have something different too, like wood carvings. They are African wood carvings. The media center is a very good place to be and it helps you with your black history because of the Negro Heritage books about famous Negroes. It helps me a lot with my work.

4. I think the media center is very nice place because it has a lot of movie projectors and tape recorders and books for black history. If you want to be in a quiet place the media center has two soundproof rooms where you and your friends to study at. The media center has helped me in lots of things. When we were studying on black and white history we went to the media center and got the books we needed and worked in there too. When our class wanted to know about something we would go and get a movie projector and the movie film we wanted and ran it in our classroom. Sometimes I would go to the media center and run it in one of the soundproof rooms and run it in there. You can take things home like movie projectors, black history books and many other things. You can get a lot of things from the media center, even books.

5. I think the media center is a nice thing to have around. For instance, you are reading a research book and it is about animals but it has no pictures but there is a film about it. If you find the film and it doesn't talk you can read the book and make it into a game. You just read the book and close it. Watch the film and try and guess what the name of the animal is or what it is doing. So this is why I like the media center.

6. I think the media center is fine because it has the most equipment in Oakland. The media center helps me find the information I need. The media center has a lot of books and other things that are helpful to you. I went to the media center to get a book about George Washington Carver. I could not find it so I went to the card catalog. I found it then. If you can not find your book, look where I look. I bet you find it. If you would like to hear yourself you can turn on the tape recorder. If you would like to hear your information, you can get a record of it. We have the best media center in the whole world.

7. The media center helps me in many ways. Sometimes I go to the media center to check out books and sometimes I go to check out machines and other material, such as art prints and records. When you have to do a report the media center is the place to go when there is no material in the classroom. I think that the media center helps me to learn more about me and my people. And other different races and creeds of people in the world today.

8. I have liked the media center since the fifth grade. Almost every evening after school about 2:55 I ask my teacher can I go to the media center. Most of the time he lets me go and I check out some of the best material. I like the material because it tells about some of the Negro slaves, etc. I sometimes spend my whole afternoon in the media center reading books of all kinds, books about cowboys, army men, and etc.

9. Sobrante Park has a media center in our library. It is orly for the students at Sobrante because our librarian can trust us. Miss Vandercook is a nice librarian because she can order the equipment for us. We can check out 8mm projectors. We can check out typewriters, records, record players, books and etc- - -. On the next day we bring the things back. And she lets us check them out again. Even on Wednesday I go to do my job.

10. I think our media is the best one of all school especially our equipment that we could take home but we get to take more than one book home and we get to work there and we could take home the tape recorder and do anything we want to do with it. I took the tape recorder home and I recorded some records and I look at a film and done a report on Booker T. Washington and it was a great film. I think that was the greatest film of all. And we looked at a film of Mexico land and people. It is the best film because it had so much good art prints and so much good pottery clay. There are glasses and plates.

11. I think the library should be bigger. It should have another tape recorder. It should have more projectors. It should have more copies of books. It should be open everyday. The textbook room should be bigger. There should be more film loop projectors.

12. The first thing we need is some more copies of the same books and some more story books. The library needs more glass rooms. We need more room in the glass room for more people to come in and read a book by themselves. The library needs more books people would like to read. They don't have many good books to read. The library looks good but we need more room in the opening so people can walk around without getting pushed. At 3:15 people come to the library they get books and people are pushing you all out of the way. And we need more books on Mexico City. The library would look nice if so many people wouldn't come all at once. We need pictures in the library to look at. I think the library looks very nice but it need to be bigger.

13. I like the library just the way it is. We only need a few things to be changed and added in. First of all we need a few more books like Treasure Island, Alice in Wonderland, Tom Sawyer and Huckleberry Finn. The library has a lot of books for little kids, we need a few more I can read books for about the third grades for people who need help in reading. We also need filmstrips about places like Ireland and France. For things like extra credit. We also need more study prints and art prints, not of things like milkmen and mailmen. Things like animals and places of the world. One more thing. We need a card in the card catalog for every book we have. Otherwise I like the library just the way it is.

14. Our media center is the best kind of a media center. It is the kind that you can go in and say "It is the best." It has more than enough books, but it needs more movies projectors and film projectors. We have about 70 we need about 300 or more. Two boys named Tecumseh and Jack showed me how to operate the splicer and to card books and operate machines. The library needs to stay open more. The art work is very good. We need more records and more record players so each class could have one of it own.

15. I like our media center. I love to read. I like the films and filmstrips and the movies and projectors. But I think that we should have more projectors, films and movies. We have a lot but just think 800 children in the school! I don't really always want movies anyway because I love to read I like the books in the center. I think the center should be opened more. I think I have read most all the books in the center. I think that we should have more good books for people like me who love to read and have read mostly all the books in center. I just love the earphones and I think we should have a few more of them because when someone have the others ones some be let without earphone. The thing I said were what I wanted to be improved. I like our media center very much. I go there daily unless it is closed or I have to do something very important or I have to go some place. I like the size of it. I feel proud of it when visitors comes, especially if I am working in the center. I learned a lot from the books, films, projectors. One thing I really like is the flat picture and painting. I am in an art club and I get my ideas from the paintings in the center, that what I think of our media center.

16. Our media center is a really nice place. It has nice things in it. There's a lot of things in it that I never checked out before. It has different types of media and books. Almost everything in the media center is to be checked out. At many libraries you don't see a desk like ours to work behind. We have records and many other things. Sometimes I go into the library. I do many reports and every report I have made or just about every report I have made got most of the information in the media center. One day in a week I go to the library to work and check in media. The school has spent a lot of money on it. The boy and girls take very good care of it. There are not many schools in Oakland that have libraries like Sobrante does. And we are very proud of it too. So to really let you know what I feel about our library. It's a good place to really learn a lot from.

APPENDIX C

APPENDIX C

SOBRANTE PARK ELEMENTARY SCHOOL
Media Center

PARENT QUESTIONNAIRE

Name_____

Child's Grade_____

Number of Children_____

1. Did you know that Sobrante Park has a special media center where your child can get movies, projectors and other equipment to bring home?

Yes 137 90.7% No 13 8.6% NO RESPONSE 1 .7%

2. Has your child ever brought things home from the center?

Yes 138 91.4% No 12 7.9% Don't know 1 .7% NO RESPONSE 1 .7%

3. Has your child ever mentioned using the equipment at school?

Yes 120 79.5% No 23 15.2% NO RESPONSE 7 4.6%

If your child has not made use of the center, would you like more information about it?

Yes 57 No 13 NO RESPONSE 76

4. If your child has used the center, please answer the following questions:

a. How often do you think he uses the center?

daily 25 16.5% 2-3 times a week 48 31.8% once a week 23 15.2%
occasionally 45 29.8% NO RESPONSE 11 7.3%

b. What kinds of things does he usually bring home?

records 55 36.4% filmstrips 87 57.6% movies 50 33.1% tape recorder 15 9.9%
pictures 63 41.7% books 109 72.2% NO RESPONSE 5 3.3%

c. Does he use the things he brings home?

always 117 77.5% usually 20 13.2% sometimes 6 4.0% not often ____
NO RESPONSE 6 4.0%

d. How much do you think he learns by using these things?

quite a bit 89 some 50 (33.1%) not much 3 nothing 2 NO RESPONSE 6 (4.0%)

e. Do you think his school work has improved as a result of using these things?

Yes 81 (53.6%) maybe 54 (35.8%) No 7 (4.6%) NO RESPONSE 11 (7.3%)

f. Does he seem to read more as a result of this program?

Yes 80 (53.0%) No 23 (15.2%) can't tell 39 (25.8%) NO RESPONSE 11 (7.3%)

g. Has he used the equipment to show things to other members of the family?

Yes 133 (88.1%) No 10 (6.6%) NO RESPONSE 7 (4.6%)

5. What do you think is your child's opinion of the media center?

really likes it 115 (76.1%) it's okay 18 (12.6%) not interested 1 (.7%)

no way to tell 6 (4.0%) NO RESPONSE 7 (4.6%)

6. Is your child one of the helpers in the library?

Yes 34 (22.5%) No 108 (71.5%) NO RESPONSE 8 (5.3%)

If yes, has this experience been good for him?

Yes 33 No 1 can't tell 7 NO RESPONSE 4

7. Have you ever obtained materials from the library to use with your family?

Yes 39 (25.8%) No 106 (70.2%) NO RESPONSE 6 (4.0%)

8. What is your opinion about the media center?

very helpful 109 helpful 31 not much help 1

should be discontinued 1 (.7%) no opinion 7 (4.6%) NO RESPONSE 2 (1.3%)

Parent Comments:

May 22, 1969

1. Dear Miss Vandercook:

   I think the Media Center is very helpful in more ways than you really realize. It not only helps the child to obtain knowledge but also helps in creating a closer family relation.

   In my case, whenever one of my children checks out a good book or film, she reads or show it to the whole family. Then she is told how much we appreciate her bringing home something for all of us to enjoy.

   Sincerely,

   (Mrs.) _____

2. Should be encouraged to be used more frequently by students and the parent should be informed of this information. It is very educational. It broadens the mind of adults and youth.

3. Mrs. _____ - (In response to 4f) _____ read well. We encourage our children to read and keep lots of material at home. The whole family is strong readers so I really can't say it has or has not helped. Mrs. _____ might be able to help you out there. I think the Media Center is wonderful. I do hope you will continue to have it. It is great for the children.

APPENDIX D

APPENDIX D

VISITOR QUESTIONNAIRE

OAKLAND PUBLIC SCHOOLS

Office of the Principal

SOBRANTE PARK SCHOOL
470 El Paseo Drive
Oakland, California 94603
568-8711
Area Code 415

June 10, 1969

Dear Visitor:

We are pleased you were able to visit the Sobrante Park Media Center.

For the purposes of research and evaluation of our project, we need observations and opinions from our visitors. We would appreciate your answers and comments on the enclosed questionnaire.

Thank you for taking the time to fill out the enclosed form and returning it to us in the stamped, self-addressed envelope before Friday, June 20.

Sincerely yours,

Earlene Vandercook, Librarian
Jack Miller, Principal

EV:JM:wc
Enclosures

SOBRANTE PARK ELEMENTARY SCHOOL
Media Center

VISITOR QUESTIONNAIRE

1. Group that you represent:

   a. school library 7
   b. library educator 4
   c. commercial media preparation 1
   d. teacher 2
   e. school administrator 6
   f. parents - community 1
   g. other (see page 75) (specify)

2. What did you hope to learn as a result of your visit? (see page 75)

3. How successful was the visit in accomplishing your purposes?

   very successful 23 (85.2%) successful 3 (11.1%) some help 2 (7.4%) no help ____

4. What could have been done to be more helpful?

   Nothing 20 (74.1%) or (see page 76)

5. As a result of your visit, have you changed any of your methods of operation?

   Yes 15 (55.5%) No 5 (18.5%) NO RESPONSE 4 (14.8%)

   If yes, please briefly state the changes. (see page 77)

6. Have you told others about the center?

   Yes 27 (100%) No ____

7. Have you held training sessions with your staff as a result of your visit?

   Yes 13 (48.1%) No 11 (40.7%) NO RESPONSE 3 (11.1%)

8. If you have any photos, clippings or reports concerning your visit, we would appreciate your enclosing copies when you return this questionnaire.

   Thank you. Please use other side if you have additional comments. (see page 78)

1g. a) bibliographer and author
b) writer, educ. publisher
c) several students
d) college class in adm. of media centers
e) supervisor, elem. educ.
f) consultant in education, co-director "Operation Innovation"
g) public library
h) public library
i) county media specialist
j) Sacramento County I. M. Center
k) supervisor
l) college
m) library coordinator

2. 1) See actual level of accessibility of materials and actual involvement of children. See if it could be used as reference source for media center planning.

2) How you handle non-book materials.

3) Insight into practices and services in media center and/or ghetto school.

4) How a multi-media lib. works out in practice.

5) How program operated. What visuals would be obtained to illustrate activities of volume of circulation.

6) New ideas for good elementary school libraries--facilities, materials, program, arrangement, A-V materials and equipment, maximum value to students and teachers.

7) To see your adaptation of the concept of physical integration of media. To see how your library staff works with teachers.

8) We are Title II Phase II for 1969-70. Shopping for ideas.

9) How center was organized, administered. Students reactions to center.

10) To obtain information on the operation and function of Oakland Multi-Media Center, Sobrante Park School, and report on same to staff of Elementary Supervisors, U. C., Berkeley.

11) New innovation for our district.

12) Ways in which to efficiently organize and implement a multi-media approach to classroom instruction.

13) How a media center functioned. What costs were involved--equipment, materials, etc.

14) View types of materials and methods used.

15) How media center can function in elementary school. Source of possible visitation for others.

16) Effect of media centers on black kids: learning, behavior (attitudes, citizenship, etc.).

17) The very creative ways in which both children and parents are involved in this project.

18) How your media center is operated. We used this information along with other suggestions to set up a media center in our demonstration school, summer 1968.

19) Inf. on the effectiveness of the multi-media approach.

20) See a student oriented media center in operation.

21) Variety of materials available and working relationship with staff and students.

22) Learning center potential.

23) Flow of material, where it is housed. How is it handled. How much personnel is needed for smooth operation of material circulation.

24) How to adapt audio-visual materials and books to the various learning situations in our district. And, if possible, to set up a multi-media project here for our own use in the school libraries.

25) Helpful procedure methods, special library programs, special use or treatment of A-V equipment.

26) How a media center operated and was utilized by students.

4. Or

1) Librarian should have more staff assistance to handle adult level mechanics. Student participation in this phase of operation is phenomenal and should be encouraged.

2) Except more time on my part. I'd like to have observed feedback in class instruction. I visited classrooms but little time for more than a visit.

3) More discussion of teacher involvement.

4) Librarian very busy with district supv. librarian. Would have liked to have talked to Miss Vandercook more, but visit worthwhile at any rate. We felt our students benefitted from observation of aide program.

5) Perhaps an orientation session of 10-15 minutes with librarian and principal concerning philosophy of center, how it was developed.

6) The tour and explanations were really excellent. Seeing the children using the center was very convincing. Still have had no luck getting estimated costs for establishing and maintaining such a center.

7) We would have liked to have seen a class situation in the library at the time of our visit to see how your library environment was being projected to the students.

5. Yes

1) Include tape I made on my visit in class and numerous references and illustrations throughout teaching.

2) We are at our high school in _____ changing over completely to a multi-media Center of Independent Study instead of the older type of library.

3) Started sending people to Sobrante Park to see a true media center and meeting needs of individual children.

4) We are stressing the use of <u>all</u> materials in the library by students; particularly A-V equipment which had formerly been used mainly by teachers only--also, emphasis on flexible use of libraries.

5) I was impressed by the heavy use pupils make of library media, but feel that there is a point beyond which runaway circulation is self-defeating. We experienced this in Project Discovery. Library activity gets to the point where <u>meaningful</u> experiences are lost in the shuffle. The second year of P. D. we deliberately tried to tone down meaningless circulation while promoting work with and through teacher.

6) We will use simplified check out and in system.

7) Involving more pupils in library operation.

8) We did incorporate ideas gained in our summer demonstration school, "Operation Innovation."

9) Have proposed converting some of our branches to media centers.

10) Used Sobrante media specialist as consultant.

11) We incorporated filmstrips, etc., on the shelves with books.

12) More student involvement--modifying our current library facilities.

13) I mention your program as an example of potential at every opportunity.

14) Acquiring adequate staffing, both volunteers and students. Increasing attractiveness of library by using Sobrante Park ideas of placement of equipment.

8. Additional Comments

1) A superb demonstration of "real" education occurring in a conventional plant. The excitement, activity and genuine involvement of students, teachers and portions of the parent community is graphic indication of what can happen when presently available materials, equipment and concepts are brought into priority position in the educational environment. No flying saucers, or computer assisted exotica here! Just good down to earth "live" kids, teachers, principal, librarian and things--all working in a supportive and progressive way to <u>grow</u>!

2) I was simply amazed to see how all groups of students (even the younger ones) knew how to handle all materials and seemed so anxious to come to the library and use the resources so happily. I have never seen a greater helpfulness anywhere; and I visited several of such media centers in the Bay Region. All students that came to the multi-media center were busy as bees; and it was most astonishing to me that so many of the older students (5th and 6th graders, I believe) were so well trained that they could help the younger students with all the resources, and that they proved themselves so "efficient." Everyone at school, from principal and librarian to teachers at school, as well as the students (and above all the librarian) showed such welcoming and helpful spirit toward all visitors (there were others, I noticed, beside myself).

I am a certified librarian from an approved Library School and have been working in a high school library for many years, but I have never seen such a success in a modern-type media center as at Sobrante Park School. Their success there is entirely responsible for <u>our new</u> Multi-Media Center here at _____ High School at _____. I have talked and talked about the experience there to fellow teacher-librarians here in _____, Oregon. Some had read about it in the ALA Bulletin; but hearing from me about the <u>actual operation</u> made all librarians here sit up and want to try the experience in their own school. I know that _____ Catholic High School in _____ (about 1,000 students; all boys) are starting to rebuild their usual library into a multi-media center. I had told the librarian there about the accomplishments of Sobrante Park School Library. It seemed to me that there was also such a fine <u>cooperation</u> between the school administrator, Mr. Jack Miller, and the teachers with the librarian, Miss Earlene Vandercook. This cooperation is so necessary for the success of our new kind of venture in School Media Study Center.

3) About half of the staff has visited your center. All enjoyed it. I thought this was the best of many centers I visited. Hope ours can be similar.

4) Students appreciated very much the opportunity of seeing the center in operation with pupils.

5) Miss Vandercook is a personable and extremely capable librarian.

6) Our visit served as a guide and <u>an inspiration</u> to further curriculum improvement. To see a program in operation and talk with professional people responsible for its success can do much more than a written description.

7) I was very interested in the facility with which the students operated the machines. I felt that they could have been taught to be more careful about putting their fingers on the filmstrips.

8) Attitude of "can do" despite common problems; enthusiasm of Earlene; frankness in discussing pros and cons; involvement of kids! --- all plus!!!

9) Have cited your school in talking to members of the Legislature about the need for elementary librarians. I feel your librarian is overworked--one librarian at an elementary school has plenty to do. Where a project is involved, there should be <u>at least</u> another half-time professional librarian.

I have concern about the financial support involved in maintaining the equipment and the purchase of new materials to keep program at this outstanding level. Would be interested in plans which you have to meet these two problems.

Would like to be kept on mailing list for any future flyers, news, etc.

APPENDIX E

APPENDIX E

(A TALLY OF SURVEY RESPONSES FOR STUDENTS CLASSIFIED AS EXCEPTIONALLY HEAVY USERS OF THE SOBRANTE PARK MEDIA CENTER.)

STUDENT BEHAVIOR SURVEY

Student _____

SOBRANTE PARK SCHOOL

Grade ____ Teacher _____

Please indicate the change in this pupil's academic performance and behavior since you first became his teacher. Rate this pupil on each item listed, taking into consideration how he performed when you first became his teacher and how he performs now.

Behavior or performance to be rated	Considerable change for the better	No Change but change is desirable	No Change is necessary	Considerable change for the worse	Behavior not observed	No Response
Care in handling school property	14	1	1			
Completes assignments	9	6	1			
Follows direction	11	1	3	1		
Amount of disruptive behavior	8	8	5			
Attendance	7	3	6			
Awareness of current affairs	9	5	2			
Reading proficiency	12	4				
Oral expression	12	3	1			
Works to full capacity	8	7	1			
Independent learning	11	3	1			1
Relationships with others	9	2	5			
Attentiveness in class	13	1	2			
Fund of knowledge available	13	2	1			
Pouting, sulking, hostile or aggressive behavior	8	4	4			

(A TALLY OF SURVEY RESPONSES FOR STUDENTS CLASSIFIED AS MODERATELY HEAVY USERS OF THE SOBRANTE PARK MEDIA CENTER.)

STUDENT BEHAVIOR SURVEY

Student _____

SOBRANTE PARK SCHOOL

Grade ____ Teacher _____

Please indicate the change in the pupil's academic performance and behavior since you first became his teacher. Rate this pupil on each item listed, taking into consideration how he performed when you first became his teacher and how he performs now.

Behavior or performance to be rated	Considerable change for the better	No Change but change is desirable	No Change is necessary	Considerable change for the worse	Behavior not observed	No Response
Care in handling school property	20	5	16			
Completes assignments	23	7	7	4		
Follows direction	25	4	8	4		
Amount of disruptive behavior	19	5	14	3		
Attendance	13	6	22			
Awareness of current affairs	19	11	10			1
Reading proficiency	26	10	4			1
Oral expression	23	8	9			1
Works to full capacity	18	16	6	1		
Independent learning	23	12	5	1		
Relationships with others	22	8	10			1
Attentiveness in class	21	6	12	2		
Fund of knowledge available	26	4	9	-	2	
Pouting, sulking, hostile or aggressive behavior	20	5	15	1		

(A TALLY OF SURVEY RESPONSES FOR STUDENTS CLASSIFIED AS AVERAGE USERS OF THE SOBRANTE PARK MEDIA CENTER.)

STUDENT BEHAVIOR SURVEY

Student _____

SOBRANTE PARK SCHOOL

Grade ____ Teacher _____

Please indicate the change in this pupil's academic performance and behavior since your first became his teacher. Rate this pupil on each item listed, taking into consideration how he performed when you first became his teacher and how he performs now.

Behavior or performance to be rated	Considerable change for the better	No Change but change is desirable	No Change is necessary	Considerable change for the worse	Behavior not observed	No Response
Care in handling school property	8	7	10	2	1	
Completes assignments	3	14	3	5	2	1
Follows direction	5	16	2	3	2	
Amount of disruptive behavior	8	12	5	2	1	
Attendance	7	4	14	3		
Awareness of current affairs	6	16	3		2	1
Reading proficiency	9	15	1	3		
Oral expression	10	15	2	1		
Works to full capacity	3	20	1	4		
Independent learning	5	21			2	
Relationships with others	5	11	8	4		
Attentiveness in class	6	19	1	2		
Fund of knowledge available	9	12	1	1	2	3
Pouting, sulking, hostile or aggressive behavior	5	11	8	4		

(A TALLY OF SURVEY RESPONSES FOR STUDENTS CLASSIFIED AS OCCASIONAL USERS OF THE SOBRANTE PARK MEDIA CENTER.)

STUDENT BEHAVIOR SURVEY

Student _____

SOBRANTE PARK SCHOOL

Grade ____ Teacher _____

Please indicate the change in this pupil's academic performance and behavior since you first became his teacher. Rate this pupil on each item listed, taking into consideration how he performed when you first became his teacher and how he performs now.

Behavior or performance to be rated	Considerable change for the better	No Change but change is desirable	No Change is necessary	Considerable change for the worse	Behavior not observed	No Response
Care in handling school property	22	12	32		1	1
Completes assignments	26	21	16	2		
Follows direction	26	17	22	2		
Amount of disruptive behavior	15	15	35	1		
Attendance	22	8	35			
Awareness of current affairs	29	22	14	1		1
Reading proficiency	35	19	10	1		
Oral expression	30	22	12	2		
Works to full capacity	23	29	11	3		1
Independent learning	27	24	11	2		
Relationships with others	18	17	30			
Attentiveness in class	22	19	25			
Fund of knowledge available	26	22	15			1
Pouting, sulking, hostile or aggressive behavior	17	13	31	2		2